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ABSTRACT

The guide to curriculum development for gifted and talented students is intended for use in Connecticut local school districts and contains 14 author contributed articles. An introduction discusses program development in terms of goals, means, and evaluation. Articles have the following titles and authors (when given): "Curriculum for the Gifted" (S. Cobb et al); "Contemporary Curriculums' Multi-Talent Program Development Model" (D. Edwards); "Theoretical Models for Generating Curriculum Activities"; "Guilford's Structure of Intellect Model"; "Educational Objectives for Teaching the Intellectually Gifted According to Bloom's Taxonomy"; "Cognitive Affective Interaction Model"; "A Systematic Strategy for Program Development" (T. Jokubaitis); "Alternative Administrative Designs for Gifted Programs - A Conceptual Model" (T. Jokubaitis and A. White); "Regionalized Services for Local Districts Involved in Developing and Implementing Programs for the Gifted and Talented" (A. White and D. Zuse); "The Teacher of the Gifted" (L. Evans et al); "Role-Playing for Identifying Problems and Gaining Support" (E. Galletti); "Communicating with Staff and Parents" (L. Evans); "Counseling for the Personal Growth of Gifted Children" (J. P. Howley, Jr.); and "Parents and the Home" (L. Evans). (DB)

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CONN-CEPT VII

A CONNECTICUT PRIMER ON PROGRAM DEVELOPMENT FOR THE GIFTED AND TALENTED

SUPPLEMENT ON CURRICULUM DEVELOPMENT

(Published originally as Curriculum Development for the Gifted and Talented: Report of the Task Force on Curriculum, 1974)

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CONNECTICUT STATE DEPARTMENT OF EDUCATION
BUREAU OF PUPIL PERSONNEL AND SPECIAL EDUCATIONAL SERVICES
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FOREWORD

This primer represents the culmination of the efforts of a designated task force of professional personnel to update our 1974 Task Force Report on Curriculum Development.

We are indebted to Alan White and the members of the 1977 task force who updated, compiled and completed this primer to be used by personnel working with the gifted and talented at the local district level. They accomplished this task in a few short months. In addition to doing research and writing articles, the task force attempted to bring together the best information from a wide variety of sources.

We wish to extend our personal thanks to all who have worked on this report in the interest of the gifted and talented in Connecticut.

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HOW TO USE THIS BOOK

As part of the CONN-CEPT series on the gifted and talented, published by the Connecticut State Department of Education, this book and its accompanying supplements are intended to provide an introduction to some of the key elements in program development for gifted children.

Within this book, the Introduction should be read first, since it attempts to present a succinct overview of the entire process and will function as a guide to all the other articles in the book and also to the supplementary materials.

The main focus of this publication is on program planning for intellectually gifted children - partly because of the areas of expertise of Editorial Committee members and partly because the Connecticut State Department of Education is publishing other materials for use with students who are talented in the arts.

Hopefully, this format will make the information readily accessible to all who are concerned with the education of gifted amd talented children.

AN INTRODUCTION TO PROGRAM DEVELOPMENT FOR THE GIFTED AND TALENTED

An educational program for the gifted - whether a new, modest beginning for a single school or an established, systematic and pervasive district-wide approach - should contain three broad elements of components: Goals, Means of achieving these goals, and Evaluation of goals and goal-achievement. These elements, and their necessary dynamic interdependence and congruence, are essential features common to all strong educational programs, whatever their kind and scope. What may be unique to gifted programs are some of the particular approaches and methods used within each component, i.e., the special ways in which the questions below are answered.

I. Goals

A. What Kinds of Giftedness Will be Developed by the Program?

Federal, state, and local agencies have developed various lists of kinds of giftedness, largely in terms of clusters or categories of skills and abilities, from which to begin a consideration of this crucial program-development question. Based on a broad conception of giftedness, these include general intellectual ability, specific academic aptitude, creative thinking, leadership ability, visual and performing arts, psychomotor ability, planning, forecasting, decision-making, communication, etc.

Along another dimension are characteristics which are independent of types of gifts, but which - when combined with exceptional abilities - may determine a unique population with highly specific needs. Under this heading are such characteristics as underachievement, cultural difference, handicaps of various sorts, etc.

The following matrix gives an idea of the great diversity of gifted and talented populations:

	Underachievers	Culturally Diverse	Handicapped	Etc.
High Intellectual Ability				
High Creative Ability				
Artistic Talent				
Leadership Ability				
Etc.				

Some types of giftedness suggest that the student's exceptionality consists of the ability to receive more, or more complex, knowledge in a particular academic area, e.g., high mathematical aptitude, and often lead to gifted programs which stress advanced content in their curriculum.

Others of these categories suggest that the students' giftedness consists of the ability to do some kind(s) of higher-level thinking - to create knowledge - and often lead to gifted programs that stress intellectual process. In fact, the content here is largely the process. Several conceptual models of higher-level thinking skills are presented in this booklet in the section on Curriculum Development.

Whatever the kind of giftedness being developed, it is intertwined with other qualities of the population, and both together determine the special characteristics of the local gifted students and their specific needs. From characteristics the identification system can be formulated; and from needs, the goals and objectives of the program can be developed. The process of answering the Goal questions (A and B) virtually constitutes an essential "needs assessment" phase of program development for the gifted and talented.

B. What Needs of Students Will be Met by the Program?

Although all students have individual educational needs, some students, by the very nature of their exceptional gifts and talents, have unique needs which are not readily accommodated within the range of the regular curriculum. It is, therefore, of critical importance that program developers be aware from the outset of the characteristics of gifted students and their needs in order to establish defensible goals and objectives.

For example, advanced verbal reasoning skills necessitate open access to content and materials and activities which are at approximately challenging ideational levels. Academically gifted students with specialized or sophisticated interests need sufficient time to pursue intense, long-range study of topics beyond the scope of the regular curriculum, as well as early mastery of tool skills.

Among the needs attributed to demonstrated or potentially high-creative students are the need to be intellectually playful, the need for a safe environment in which to be intellectually playful, and the need for their differences to be tolerated.

Needs such as these provide both the rationale and aims of programming for the gifted and talented and should, therefore, be given the most careful consideration at the earliest stage of planning.

C. What About Identification?

Once the gifted student population and their characteristics and needs have been determined and stand as goals of the program, the question becomes, "How are these students identified or selected for the program?" Although educators often talk of identification of the gifted as an isolated topic, in the practice of program-development all the goal questions posed thus far are interdependent and are often considered and resolved almost simultaneously, rather than in tandem (see Supplement on Identification); likewise with the questions of identification creiteria and techniques. The trend toward multi-criteria is a wise one, given that no single identification procedure has proven to be perfect.

The key point to keep in mind in devising a screening and selection system is that identification instruments must be appropriate to the specific area(s) of giftedness and the characteristics of the target population. For example, it is inappropriate to insist on IQ test scores when identifying students for a program that fosters talent in the arts. (Such information may have value for case studies, research, or counseling; but is not necessary for purposes of selection.) By the same token, it may be a waste of time, effort, and resources to "throw in" a creativity test or a rating scale on leadership ability if the program will focus only on fostering a traditional kind of academic aptitude. (Again, the practice may be justified if it is done consciously and purposely, e.g., to prvide "leavening" for the program by including some highly creative students and providing creative activities in the curriculum.

II. Means

A. Curriculum

Once the kind(s) of giftedness to be developed in the program has been determined and identification procedures selected and/or developed, the next program development question becomes: "What will happen in the gifted class or to the identified gifted students in the class?", i.e., What will be taught and learned, and how will it be taught and learned? Here is both the question and the issue of differentiated instruction or differentiated curriculum for the gifted. What do the gifted students need and get that is 'special' or different from other students with different needs? Two of the major categories of differences have been suggested (Gallagher):

1. Content - In terms of what is taught, the teacher of the gifted, depending on the specific student population being served, stresses greater complexity of content and/or higher levels of abstraction.

2. Teaching Strateg -or Method of Presentation - In terms of how the content is taught, the teacher of the gifted, depending on the specific student population being served, uses specific and unique teaching strategies. For example: to generate certain kinds of creative-thinking skills in students, specific types of divergent questioning patterns may be employed.

Again, the types of differentiated instruction for the gifted are closely intertwined with the needs of the students being served. For example, in addition to content and method of presentation the third curricular or instructional element to differentiate for the gifted is the environment. For all students, but especially the gifted, the environment may be very broadly conceived as existing and continually occurring in the classroom, in counseling relationships, and in the home with parents.

The classroom climate or environment may be designed and continually shaped by the teacher of the gifted, largely through the conscious control of his or her behavior. This is done for the express purpose of enhancing the goals of the program, i.e., developing certain kinds of giftedness or talents and meeting gifted students' needs. The classroom environment and teaching strategies for the gifted are often reciprocally related. For example, positive non-verbal behavior on the part of a teacher is necessary to help establish a psychologically safe atmosphere in which to pose divergent questions for productive thinking. It would be destructively incongruent to expect intellectually playful, mind-stretching responses to divergent questions posed in a fear-laden, threatening manner, verbally or non-verbally.

A fuller development of these ideas, as well as theoretical models of intellectual abilities which may be used to generate curriculum activities, will be found in this book in the section entitled "Curriculum Development."

B. Elements of the Support System

1. Developing a Plan - Program development - whether for the gifted and talented or for any other population - depends for its success on meticulous planning from the outset, rather than intuitive or haphazard approaches. This becomes especially important, whether districts are seeking state approval for their proposals or are competing for grants from other funding sources. The article entitled "A Systematic Strategy for Program Development" describes a comprehensive plan which can be used as a guide from the earliest stages of conceptualization all the way through actual implementation.

2. Administrative Arrangements - A variety of organizational or grouping patterns may be employed in programs for the gifted and talented - from simple, highly cost-efficient arrangements to quite elaborate ones. Again, the dynamics of strong program development suggest that the particular administrative program grow out of and enhance the considerations raised by the Goal questions described above. In the article entitled "Alternative Administrative Designs for Gifted Programs: A Conceptual Model," a number of administrative arrangements are discussed critically.

3. Regionalized Services - Section 10-76 of the Connecticut General Statutes allows local and regional boards of education to provide special instruction and ancillary services to the gifted and talented within each district or in cooperation with other school districts. It is often desirable (and sometimes the only feasible way) for local districts to operate in clusters or regionally. The major Education Resource Centers (ERC's) in the state (ACES, CREC, RESCUE, LEARN, CES, and NARES) are in an excellent position to provide cost-efficient services, both direct and indirect, to local educational agencies (LEA's) wishing to develop programs. Considerable savings may result by shared purchasing of certain resource materials and by drawing on the ERC for support services in conceptualizing a program, writing a reimbursable local plan, in-service training, identification procedures, and program evaluation. In addition, the direct services of an itinerant teacher may be shared by a cluster of districts. The section on Administrative Arrangements also contains a description of such a model developed for the ACES region.

4. Staffing - It could be argued that the most important factor in a successful program for the gifted is the quality of the teaching staff. The best program planning can be totally negated unless the teacher is carefully selected and well prepared to handle the demanding responsibilities of the gifted classroom. Staff preparation should extend beyond one or two graduate courses in the field and should be an on-going process via in-service workshops, visits to other programs, and participation in professional conferences.

   Beyond the characteristics of any good teacher, there are a number of specific qualities that should be looked for in hiring teachers for the gifted and talented. The article on "The Teacher of the Gifted" discusses these issues more fully.

5. Building and Maintaining Support - Building a support base and communication system should be a major priority very early in the planning process and is an on-going need throughout the existence of the program. Because program services for the gifted and talented are not yet mandated in Connecticut, it is usually necessary for concerned individuals to help decision-makers and the public in local districts become aware of the needs of gifted children in order for proposals to be accepted and funded. Despite the experience of decades of research and practice, a number of myths still persist regarding the gifted, as well as some strong, emotional antipathies. Charges that special provisions for the gifted are unnecessary or undemocratic have to be encountered, and the genuine, pressing needs of these students must be clearly and forcefully presented. Suggestions offered in the article, "Role-Playing for Identifying Problems and Gaining

Support," should alert program planners to support possibilities as well as roadblocks.

It has often been said that programs for the gifted can wither because of poor communication with other teachers in the system. It is, therefore, essential to keep the total professional staff in the district aware of the program's purposes and services, to share ideas, materials, teaching techniques, and to invite visits and encourage information meetings, as well as to maintain information links via newsletters, notes, or publication of student products, brochures, and teacher materials.

Of equal importance is effective communication with parents - both those who have children in the program and those who do not. With all groups, for example, it is necessary to clarify the rationale for identification, since lack of information or misinformation can create considerable resentment. Helping parents of the gifted to accept their role with responsibility and with a modest perspective can also help greatly in promoting favorable and supportive relations with the public.

Both of the above areas of communication are discussed in the article "Communicating with Staff and Parents."

6. Affective Support - Although programming for the gifted is usually initiated as a result of the recognition of their special cognitive needs, there are equally compelling emotional and affective needs that must also be met. As it is all too easy to focus almost exclusively on exciting and innovative instructional strategies, program planners would do well to keep firmly in mind the old truism about teaching "the whole child."

   The affective development of gifted students should be the concern of ever adult in the school, and not just the counselor. The climate in the home, too, cannot be overestimated in its effect on the gifted child's cognitive and affective growth, as is true of any young person.

   Two articles, "Counseling for the Personal Growth of Gifted Children," and "Parents and the Home," offer thoughtful suggestions and insights in these two areas of critical importance.

7. Resources - In recognition of the fact that even gifted teachers have their limitations, many successful programs - particularly those built on independent study or mentorships - draw heavily on community resources to provide individualized expertise for students. Considerable time and effort will, of course, be required to develop a good file of local resources and to arrange workable schedules. The Supplement on Evaluation and Resources contains an article, "Locating Local Community Resources," which offers numerous suggestions in this area.

Connecticut is indeed furtunate to have strong legislation which allows reimbursement of expenses for prior approved programs for the gifted and talented in the same way as for other special education programs. The best guide to allowable expenses and reimbursement procedures is Policies, Procedures, and Guidelines . . ., a publication of the Connecticut State Department of Education.

Additional funding sources, primarily the various "Title" monies, and procedures for applying for such grants, are described in the article "Getting a Proposal Funded." At the state level, William G. Vassar is the full-time Consultant for Gifted and Talented. He provides helpful publications and individual assistance to districts in every stage of planning and development, and he conducts annual statewide conferences and workshops.

Within the major regions of the state, the Educational Resource Centers each have professional libraries and staff people trained in education of the gifted. A listing of national resources and organizations can also be found in the Supplement on Evaluation and Resources. In addition, this section contains an annotated bibliography of professional literature and listing of other publications divided into categories for convenience.

III. Evaluation

The development and refinement of ongoing appraisals and estimates of goal-achievement in gifted programs can be highly desirable and beneficial to all participants - students and adults. The Supplement on Evaluation and Resources deals with issues, problems, and techniques of evaluation in considerable detail and offers an annotated bibliography of additional resources in the field of evaluation.

For the purpose of program development, two caveats regarding evaluation should be noted here:

First - The substance of a gifted program's evaluation component should evolve from the goals and means of that program, and conceptually, should not destroy them. For example, if a gifted program focuses on increasing certain kinds of higher-level thinking processes, evaluation instruments should be designed to assess growth in those skills, not unrelated academic skills.

Secondly - A full-scale evaluation of all the program elements should be undertaken only after those elements have been in place and operating for a considerable length of time. A not unusual sequence of gifted program development for a school or school system follow a pattern of exploration/awareness - development - and implementation phases of the elements outlined above, over a three to five year period. During this time, the use of evaluation instruments such as those described in the Supplement on Evaluation and Resources also increases.

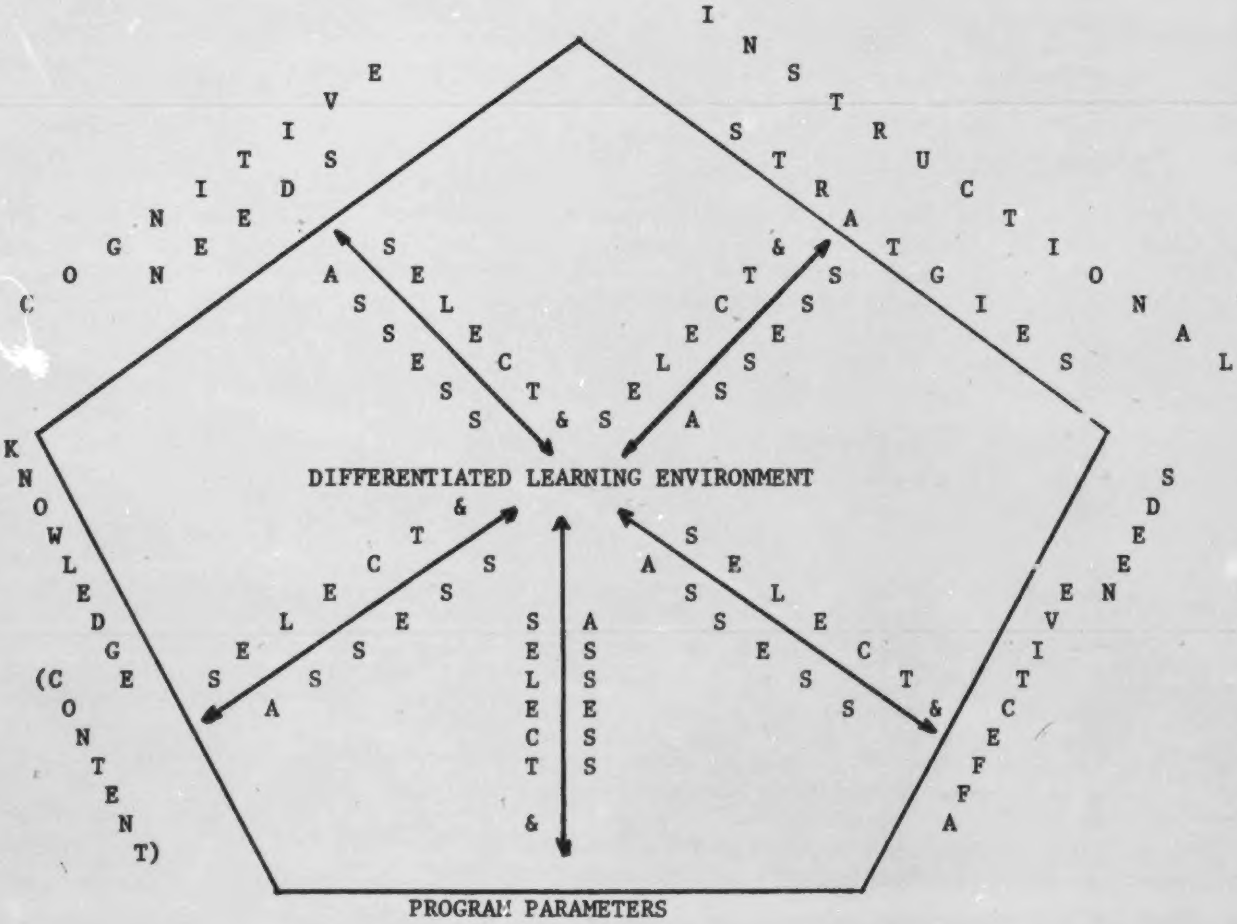
CURRICULUM DEVELOPMENT

.CURRICULUM FOR THE GIFTED
.THEORETICAL MODELS FOR
GENERATING CURRICULUM
ACTIVITIES

CURRICULUM FOR THE GIFTED

by Sharon Gotch Cobb, Peter H. Cobb, and Clista M. E. Dow

Differentiated curriculum is a major part of the means whereby the goals of any gifted/talented program are refined and achieved. Broadly conceived, the development of a differentiated curriculum for the gifted and talented is the development of a differentiated learning environment. As you will see, the term environment, as used here, is much more inclusive than just the classroom climate or atmosphere. In fact, it includes all of what gets taught and learned in the class, how it gets taught and learned, and a good many results of the program-planning decisions made prior to the beginning of classes. The five major components of this special learning environment or curriculum are represented in the chart below.


COGNITIVE NEEDS
INSTRUCTIONAL STRATEGIES
KNOWLEDGE (CONTENT)
AFFECTIVE NEEDS
PROGRAM PARAMETERS
DIFFERENTIATED LEARNING ENVIRONMENT
ASSESS & SELECT
SELECT & ASSESS
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In the remainder of this section, we will illustrate the makeup of these components. Another document sponsored by the office of Gifted and Talented, Connecticut State Department of Education - the curriculum prototype "Once Upon a Building: Creating a Differentiated Learning Environment for the Gifted" by Cobb and Dow - details the dynamic relationships between these components and explores the actual process of building a differentiated learning environment for the gifted and talented. That prototype should be considered a companion to, and expansion of, the curriculum section of this booklet.

Program Parameters

The program parameters of the differentiated learning environment refer primarily to the results of those decisions outlined in the Goals section of this volume's Introduction, i.e., what kind(s) of class(es) of student will be served by the program. They also refer to decisions about elements of the support system, particularly administrative arrangements (design options) and staffing. For example, if your school or school system has settled on a gifted program for high-academic students at the fourth and fifth grade level using a special itinerant teacher of the gifted (semi-separation design), meeting twice weekly in each of three schools for an hour and a half, these are basic program parameters which will ultimately contribute to and affect the differentiated learning environment of all the gifted classes.

Knowledge (Content)

The program parameters listed previously might also, but not necessarily, include a general knowledge or content area, such as language arts, math/science, or interdisciplinary factions. Sometimes, decisions regarding general knowledge areas for the gifted program are parameter- or foundation-type decisions which are made long before students ever show up for class. In any case, the areas of knowledge, both general and specific, to be explored in the classroom have a direct bearing on the overall differentiated learning environment and on the remaining individual components to be discussed. For example, let us continue with our hypothetical academic, fourth and fifth grade interdisciplinary gifted program, which we started previously under Program Parameters, and suppose that, more specifically, the content or knowledge of the year's program will be future studies. Further, future studies will be broken down into large units or areas of study, such as transportation, leisure, education, machines, life-styles, etc. In turn, these areas may be divided into sub-categories of knowledge, e.g., buildings (in the world of the future) may be divided into buildings for shelter, buildings for work, buildings for play, buildings for artistic pursuits, etc. Within each category of buildings in the world of the future, smaller knowledge concepts emerge, such as, what effects particular kinds of buildings will have on man in the future. This narrowing process - of determining large areas of knowledge to be explored and covered, and breaking these areas down into smaller and more manageable units of content - is probably familiar to most teachers and curriculum planners, whether or not they have worked with gifted and talented students.

Student Needs

A major goal of every gifted and talented program is to meet certain needs of the particular population being served. Needs may be classified in two large, general categories: affective (or feeling - and emotional needs) and cognitive (or intellectual and thinking needs). Again, decisions as to what specific affective and congnitive needs will be met directly affect and contribute to the differentiated learning environment in all classes for the gifted and talented.

Affective Needs - We believe that all human beings share the same affective needs, i.e., that affective needs are existential - part of the human condition. These affective needs may be described in terms of freedom as follows:

--To have one's divergent responses to questions accepted.

--To have one's unusual solutions to problems accepted.

--To be tolerated for one's differences and to tolerate differences in others.

--To play with ideas.

--To be challenged.

--To explore one's own interests.

--To be autonomous, and etc.

The affective needs are largely met in the differentiated learning environment through the teacher's behavior as it contributes to the classroom climate, and to the relationship the teacher develops between him/herself and every individual student in each and every classroom.

Cognitive Needs - The cognitive needs of gifted and talented students are defined in terms of higher-level thinking skills or clusters of skills. Higher-level thinking skills are cognitive processes which seem to be much more complex than those which simply allow the acquisition of factual knowledge. It is this kind of cognitive need which is particular to gifted and talented students.

Higher-level thinking skills may be more precisely defined and adapted for gifted and talented students from the variety of theoretical models of human intelligence which are now available in psychological and educational literature. Since all of these models are theoretical, and since most of them were not developed specifically with the gifted and talented student in mind, we encourage teachers and curriculum developers also to seek their own empirical evidence for the existence of certain thought processes, i.e., to think very hard about their own students' behavior and to "observe" evidence of their thinking during class activities.

Some examples of higher-level thinking skills, and their sources in models, follow. This list is intended to be exemplary, not exhaustive.

Creativity-Thinking Skills

--Fluent thinking (the ability to produce a large number of ideas)
--Original thinking (the ability to produce new ideas)
--Flexible thinking
Adapted from Cognitive-Affective Interaction Model, Frank E. Williams, Total Creativity Program for Individualizing and Humanizing the Learning Process, Englewood Cliffs, New Jersey: Educational Technology Publications.

Independence-Thinking Skills

--Make decisions without the help of others
--Select and create alternatives
--Recognize when others are attempting to influence one's behavior/thinking
From the Multi-Talent Program, Contemporary Curriculum, Oak Lawn, Illinois, 1972.

Analysis Abilities

--Determine relationships
--Determine organizational principles
--Determine elements
Adapted from Taxonomy of Educational Objectives, Handbook I, Cognitive Domain, Benjamin S. Bloom (ed), New York, Longmans, 1956.

Decisions as to which cognitive needs to meet represent a complex set of values, largely determined locally. There is no sacred or inviolable list of cognitive needs which must be developed in all gifted and talented students. Some value-questions you might wish to ask in determining the cognitive needs you want to meet in your differentiated learning environment are:

--What cognitive needs are most important to meet in the particular gifted and talented students you are serving?

--What cognitive needs are already being met in these students in the regular program?

--What cognitive needs are unmet for these students in the regular program?

--What cognitive needs are appropriate to meet at the particular grade level of these students?

Planners of, and teachers in, a differentiated learning environment for the gifted and talented cannot possibly meet "all" the cognitive needs of their students, even if they could be defined and/or agreed upon. Pick a reasonable number of your most highly-valued cognitive needs to begin upon, and move on to others another year, and/or at other grade levels.

Instructional Strategies

If meeting the special cognitive needs of gifted and talented students is a major goal in the differentiated learning environment, and if cognitive needs of gifted and talented students are the higher-level thinking skills, then the instructional strategies especially appropriate for gifted classes are those which generate, encourage, and facilitate higher-level thinking. An extensive description of the various types of instructional strategies for developing higher-level thinking skills is beyond the scope of this booklet. The reader should examine the annotated bibliography in the Supplement on Evaluation and Resources under the headings Curriculum and Instructional Strategies for further resources.

Certain kinds of questions, and questioning patterns, have proved to be useful in generating higher-level thinking and are a major source of instructional strategies for the gifted and talented. Starting with a particular questioning pattern designed to elicit a particular higher-level thinking skill, the question is then put into the form of a thinking activity. The mode of producing the thinking, such as drawing, writing, designing, etc., may vary, as well as the knowledge or content base for the activity.

Listed below are some questioning strategies which develop particular kinds of higher-level thinking skills. The skills were adapted form some of the models listed in the previous section under Cognitive Needs. The content - What effects particular kinds of buildings will have on man in the future. - is that of our hypothetical fourth and fifth grade gifted class which is doing an interdisciplinary future studies unit about buildings in the world of the future.

Creativity-Thinking Skill - Originality

A. Design __________ which will __________.
(Design and create a model town toy - one that could be played with like a "doll house." Be clever. Make your town one that you hope will exist in the year 3000.)

B. Create a new __________ for the __________.
(Create a new, unusual restaurant fro the year 3000. Be wild. Keep in mind all the "new" foods that will come from the sea.)

C. Plan __________. Make it something no one has ever thought of.
(Plan an unusual buildings game. Make it something no one has ever thought of.)

Critical-Thinking Skill - Ability to Select Pertinent Information

A. In order to help solve the problem of __________, what __________ will you need?
(In order to help solve the problem of overpopulation, what buildings will you need? Make a sketch of these buildings.)

B. In order to __________, what __________ will you need?
(In order to complete your study of what buildings need to be built in your community in the next fifty years, what are all the questions you will need answered? List these questions.)

C. Given __________ and __________, how do you know which one to choose?
(Given an old restored house and a new house - both selling for the same price - how do you know which one to choose? Make an interesting poster which demonstrates the process.)

D. In order to justify or defend __________, what __________ will you need? (In order to justify or defend your design for the ideal building of the future, what information about new building materials, climate, and population patterns will you need? Organize these thoughts in an original way.)

E. What are all the reasons for __________?
(What are all the reasons for controlling building expansion in your community? Create a cartoon that demonstrates these reasons.)

F. What might be all the reasons for supporting or refuting this statement: __________?
(What might be all the reasons for supporting or refuting this statement: Private ownership of buildings will diminish in the future? List your ideas in chart form.)

CONTEMPORARY CURRICULUMS' MULTI-TALENT PROGRAM DEVELOPMENT MODEL

by Dale Edwards

Abstract by Sharon Gotch Cobb and Peter H. Cobb

For the past twenty-five years, educators and psychologists have made intense observational studies of how the human mind works. These studies have led to the "discovery" of a number of different intellectual talents, mental abilities or skills, and thought processes.

During the past ten years, educators interested in identifying and working with gifted students have used these studies to expand their definitions of the term "gifted" - from the traditional one of high scorer on narrowly-based intelligence tests, to a relatively high ability in one or more whole clusters of different thinking skills. These clusters of thinking skills are often referred to as "talents" or kinds of giftedness. In turn, the intellectual characteristics of talents such as creativity, critical thinking, leadership, independence and sensitivity have been increasingly seen as valuable in our rapidly changing society today, as opposed, simply, to having a good memory - which was valuable in the more stable society of fifty years ago.

The Multi-Talent Program for Gifted/Talented Students, developed by Contemporary Curriculums, reflects this expanded definition of gifted and its relevance for society in the last quarter of the twentieth century.

One of the basic concepts the Program emphasizes is that the idea of *talent* applies to a broad spectrum of *abilities* which are equally worthy of encouragement. Thus, Program materials concentrate on the identification of and training in the key skills or components that make up a particular talent area. For example, instead of developing "creativity" generally, teachers develop specific *abilities* that are part of the creative process, such as fluency, or the ability to be original.

All Program materials focus on the skill level, rather than the broader and more nebulous talent level. Extensive lists of possible skills appropriate for meeting the cognitive needs of gifted and talented students are provided. Individuals using the materials then select those abilities they feel are relevant to the particular group of students with which they will be working.

The Program materials do not impose any one type of program on the trainee. Rather, they provide the trainee with guidelines and options or choices, i.e., a *process* for developing a program for the gifted and talented based on informed decision-making. This process involves the following program development steps of guidelines and options:

1. Selecting and defining talents to be developed.

2. Determining specific skills or abilities to be developed.

3. Developing means to identify in students the skills defined earlier - five specific and practical procedures are provided which relate

directly to the Program's objectives (skills). For example, guidelines are provided which assist one in designing an identification measure using peer-observation skills.

4. Developing a curriculum framework.

5. Determining learning activities and materials - specific and practical suggestions for how to train students in the skills defined earlier.

These option materials speed up the program development process and permit a great degree of sophistication in local curriculum planning. The structure provided insures that an integrated, congruent program which differentiates program development for the gifted and talented will be developed.

Other features of the Multi-Talent Program Development Model which you might find interesting:

1. Model designed specifically for the gifted and talented.

2. Program can be expanded each year with new teachers building on the work of previous teachers. Talents and skills can be easily added without destroying the existing organization.

3. Easily integrated in the school curriculum. The program concentrates on skills, not content, and is, therefore, adaptable to any grade or subject.

4. Works well in either traditional facilities or "open space" schedule. Teachers within the program can alter it to fit their individual situations or preferences.

5. Applicable to any economic or social situation in which the school operates. Appropriate for urban Black children as well as middle class suburban students.

For further information about this Model contact Contemporary Curriculums,
P. O. Box 83, Oak Lawn, Illinois 60453.

THEORETICAL MODELS FOR GENERATING CURRICULUM ACTIVITIES

Current efforts to create curriculum materials for gifted and talented children have made significant progress beyond the long standing on the issue of acceleration versus enrichment. It is generally assumed that each of these two approaches has its appropriate uses as well as its limitations. Neither a haphazard, shotgun approach to enrichment nor a mere moving down of materials from upper grade levels will satisfactorily serve as the basis for a curriculum truly differentiated for the gifted and talented.

Within the past decade, efforts have been concentrated on creating a curriculum which is based on an integration of various theoretical models. What has emerged is a two-part view of curriculum which explores both product and process.

Product focuses on the subject matter, the facts, concepts, and generalizations of various disciplines. In-depth and open-ended exploration of special interests is encouraged, both in the form of independent study and in more highly structured sequences of instruction. Areas not usually covered in traditional courses of study may be included, such as psychology, philosophy, humanities, logic, computer languages, and statistics. The key factors in the selection of content are intellectual challenge, stimulus to the exploration of further knowledge, and understanding of broadly applicable concepts.

Process refers both to the development of skills in retrieving and applying knowledge and to the improvement of intellectual processes. The first area includes study skills and use of resources and is aimed at helping gifted children become effective independent learners. The second area focuses on the enhancement of intellectual operations, especially the higher cognitive processes in which the gifted typically show so much potential. These processes include the more abstract cognitive operations and complex products of Guilford's Structure-of-Intellect model: divergent production, evaluation, transformations, and implications; the higher-level categories of Bloom's Taxonomy of Objectives in the Cognitive Domain: analysis, synthesis, and evaluation; and Krathwohl's affective categories, including aptitudes, appreciations, and values. Also included are the creative processes of fluency, flexibility, elaboration, and originality, and the problem-solving and inquiry skills.

These process areas appear to offer great promise as foundations of curriculum for the gifted. Such children are usually capable of superior performance at these higher intellectual levels, yet the regular academic curriculum seldom offers systematic exposire and opportunity for significant growth in these areas.

GUILFORD'S STRUCTURE-OF-INTELLECT MODEL

J. P. Guilford's Structure-of-Intellect theory has greatly broadened our view of intelligence by establishing that intelligence is composed of 120 different factors and is not composed of just one or a few global, general types of ability as was previously supposed. Not only does this help to explain individual profiles of strengths and weaknesses in intellectual areas but it also has many implications for curriculum development for gifted and talented pupils.

Curriculum for these students must reflect this broadened conception and move toward a recognition of many different types of talents and abilities which are identified by traditional intelligence tests. Guilford's theory leads to the realization that "teaching kids to think" is too vague a goal. There are, after all, a tremendous variety of ways of thinking. Curriculum for the gifted and talented should recognize the complexity of the thinking process and provide specific ways of fostering each component.

Another of Guilford's contributions is the insight he offers into creative thought processes. By specifying Divergent Production as one of the major thought processes, he has stimulated much work in the areas of creative thinking and problem-solving. Finally, the Structure-of-Intellect model reveals the complex interrelationships of various abilities. Although not rigidly hierarchical, the model suggests that higher-level abilities, such as cognition and memory. Divergent production, for example, depends upon a fund of knowledge.

Utilizing clues from the Guilford Model, curriculum for the gifted and talented needs to:

1. Be flexible, rather than rigid or strictly outlined, to provide opportunity to change and seek higher levels of content.

2. Be open-ended, to provide for unlimited content areas wherein pupils may initiate thinking with great variety of ideas.

3. Be an interaction between pupils to seek new dimensions of content, inviting differences of opinion as a natural learning technique.

4. Utilize brainstorming techniques occasionally to reinforce evaluative principles, such as deferred judgment, in arriving at meaningful decisions.

5. Provide for learning to restructure and combine ideas in order to redefine "old" ideas into "new" dimensions.

6. Provide opportunity for divergent thinking.

7. Stress the concepts of originality and inventiveness as means of reaching new solutions to problems.

8. Provide time to think about and incubate new ideas and new solutions.

9. Establish problems that stimulate many ideas and new solutions reinforcing fluency of thought.

10. Reinforce spontaneous flexibility through eliminating barriers to thinking and encouraging idea associations.

11. Encourage unusual solutions to problems and adaption of ideas.

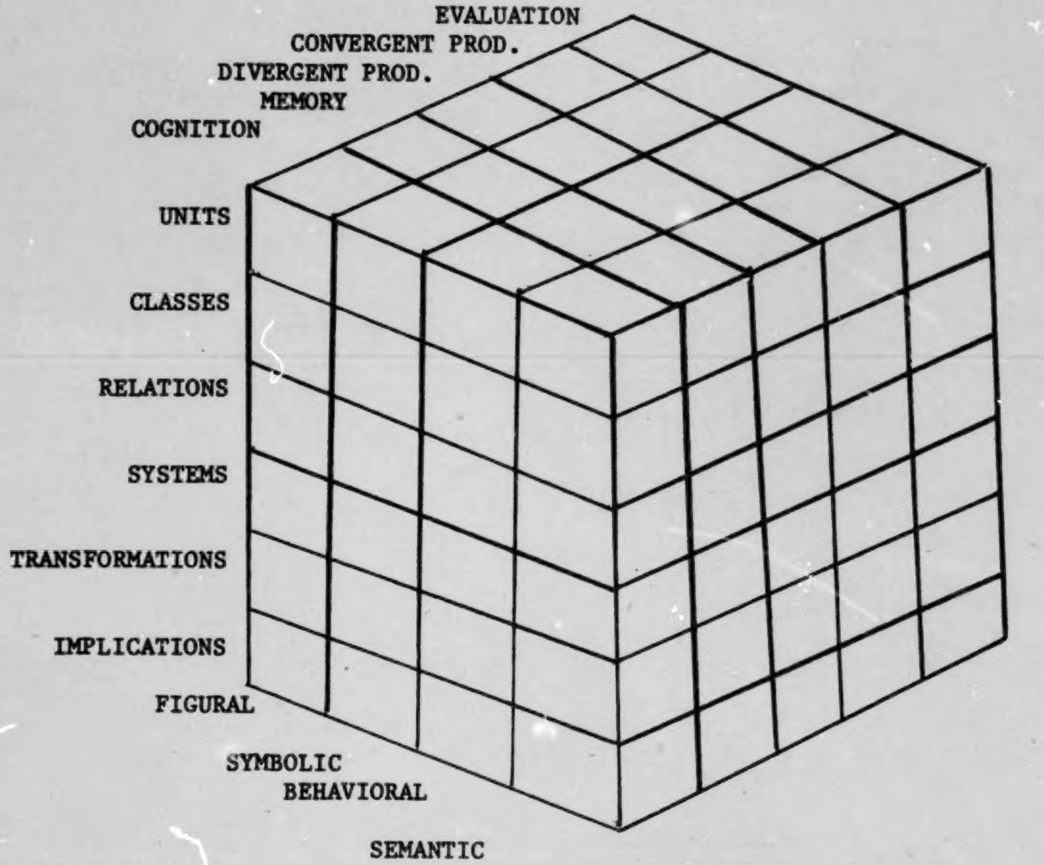
12. Invite new predicitions and implications about content under discussion.

13. Develop questions about changes or transformations in content under discussion.

14. Encourage elaboration upon ideas to provide new and more complex details.

DEFINITIONS OF FACTORS COMPOSING THE STRUCTURE-OF-INTELLECT*

Processes, contents, and products are three dimensions of intellect which can best be represented in a cubic matrix.


EVALUATION
CONVERGENT PROD.
DIVERGENT PROD.
MEMORY
COGNITION
UNITS
CLASSES
RELATIONS
SYSTEMS
TRANSFORMATIONS
IMPLICATIONS
FIGURAL
SYMBOLIC
BEHAVIORAL
SEMANTIC

*Guilford, J. P. University of Southern California, Department of Psychology. Permission to use copyrighted material granted, 1966.

MAJOR PROCESSES

(Intellectual activities which the organism does with the raw materials of information)

(C)	COGNITION	Discovery, awareness, rediscovery, or recognition of information in various forms; comprehension; understanding.
(M)	MEMORY	Retention of information in any form.
(N)	CONVERGENT PRODUCTION	Generation of information from given information, where emphasis is upon reproducing conventially accepted or achievement of best outcomes.
(D)	DIVERGENT PRODUCTION	Generation of information from given information where the emphasis is upon variety of output from same source. (Innovation, originality, unusual synthesis or perspective.)
(E)	EVALUATION	Reaching decisions or making judgments concerning the correctness, suitability, adequacy, desirability of information in terms of identity, consistency, and goal satisfaction.

CONTENTS

(General varities of information)

(F)	FIGURAL	Information in concrete form, as perceived or as recalled in the form of images; "figural" implies some degree of organization of structuring.
(S)	SYMBOLIC	Information in the form of signs, having no significance in and of themselves, such as letters, numbers, musical notes.
(M)	SEMANTIC	Information in the form of meanings to which words commonly become attached, hence most notable in verbal thinking; involved in verbal tests, where things signified by words must be known.
(B)	BEHAVIORAL	Information essentially non-verbal, involved in human interactions, where awareness of attitudes, needs, desires, intentions, thought, etc., of other persons is important. (Last page of NSWP attempts to assess this type of information on an observation basis which has relevance for the schools.)

PRODUCTS

(Results from the organism's processing of information)

(U)	UNITS	Segregated or circumscribed items of information having "thing" character.
(C)	CLASSES	Aggregate of items of information grouped by common properties.
(R)	RELATIONS	Recognized connections between units of information based upon variables that apply to them.
(S)	SYSTEMS	Organized or structured aggregate of items of information; complexes of interrelated or interacting parts.
(T)	TRANSFORMATIONS	Changes in existing or known information or in its use, as in production.
(I)	IMPLICATIONS	Extrapolations of information, in the form of expectancies, preductions, antecedents, and consequences.

GLOSSARY

1. COGNITION = C

FIGURAL INPUT

CPU	UNITS	Visual Recognition: the ability to recognize familiar figures. Auditory Figural Recognition: the ability to recognize meaningful vocal material.
CFC	CLASSES	Figural Classification: the ability to classify perceived objects.
CFR	RELATIONS	Education of Figural Relations: the ability to discover relations in perceptual material.
CFS	SYSTEMS	Spatial Orientation: the ability to perceive spatial patterns or to maintain orientation with respect to objects in space.
CFT	TRANSFORMATIONS	Visualization: the ability to manipulate or transform an object into another visual arrangement.
CFI	IMPLICA-	Perceptual Foresight: the ability to explore visual possible courses of action in order to select the most effective ones.

SYMBOLIC INPUT

CSU	UNITS	Symbol Recognition: the ability to construct a word using designated letters.

CSC	CLASSES	Recognition of Symbolic Classes: seeing common features of numbers.
CSR	RELATIONS	Symbolic Relations: the abilty to discover relations involving letter patterns.
CSS	SYSTEMS	Symbolic Patterns: the ability to discover complex relationships - patterns or systems.
CST	TRANSFORMATIONS	Symbolic Transformation: the ability to observe reorganization of symbols.
CSI	IMPLICATIONS	Conceptual Foresight: the ability to anticipate the needs or the consequences of a given situation.

2. MEMORY = M

FIGURAL INPUT

MFU	UNITS	Visual Memory: the ability to recall material learned by visual presentation.
MFC	CLASSES	Space Memory: the ability to identify forms previously learned. Position Memory: the ability to recall number-word combinations.
MFS	SYSTEMS	Memory for Spatial Order: the ability to recall an arrangement of objects previously presented.

SYMBOLIC INPUT

MSU	UNITS	Memory Span: the ability to recall perfectly for immediate reproduction a series of items after only one presentation of the series.
MSR	RELATIONS	Rote Memory: the ability to remember pairs of meaningless sets of letters, syllables, numbers.
MSI	IMPLICATIONS	Numerical Facility: memory for well-practiced number operations.

SEMANTIC INPUT

MMU	UNITS	Memory for Ideas: the ability to reproduce previously presented ideas.
MMR	RELATIONS	Meaningful Memory: the ability to remember meaningful pairs of words.
MMS	SYSTEMS	Memory for Temporal Order: the ability to remember the order in which previous material was presented or order in which events occurred.

3. DIVERGENT PRODUCTION = D

FIGURAL INPUT

DFU	UNITS	Ability to group and regroup line elements in various ways.
DFC	CLASSES	Figural Spontaneous Flexibility: ability to reclassify perceived objects in various ways.
DFS	SYSTEMS	(New) Ability to construct varied organizations of same units.
DFT	TRANSFORMATION	Figural Adaptive Flexibility: the ability to change set in order to meet new structural requirements imposed by changing problems.
DFI	IMPLICATIONS	(New) Ability to elaborate upon given lines or outlined objects.

SYMBOLIC INPUT

DSU	UNITS	Ideational Fluency: the ability to call up many ideas in a specified class.
DMC	CLASSES	Semantic Spontaneous Flexibility: the ability or produce a list of ideas from different classes.
DMR	RELATIONS	Associational Fluency: the ability to produce words from a restricted areas of meaning such as synonyms or adjectival completion for a simile, or producing associated words.
DMS	SYSTEMS	(New) Expressional Fluency: ability to organize phrases and sentences.
DMT	TRANSFORMATION	Originality: the ability to produce remotely associated, clever, or uncommon responses - plot titles, new symbols, ideas.
DMI	IMPLICATIONS	Semantic Elaboration: the ability to specify details that contribute to the development of a scheme or the variation of an idea.

4. CONVERGENT PRODUCTION = N

FIGURAL INPUT

NFT	TRANSFORMATIONS	Figural Redefinition: the ability to give up one perceived organization of lines in order to see another.

NFI	IMPLICATIONS	Form Reasoning: the ability to solve simple equations in terms of familiar forms. Also to substitute one operation for another.

SYMBOLIC INPUT

NSR	RELATIONS	Symbolic Correlates: the ability to find a non-verbal response to fulfill a given relationship.
NSS	SYSTEMS	Convergent Production of Symbolic Systems: state the order in which words or numerical operations should go to get from start to stated goal.
NST	TRANSFORMATIONS	Symbolic Redefinition: the ability to reorganize elements in terms of the structural properties of material, assigning a new function or use to the elements involved.
NSI	IMPLICATIONS	Symbol Substitution: the ability to derive a symbol.

SEMANTIC INPUT

NMU	UNITS	Concep Naming: the ability to state correct names of concepts and ideas.
NMC	CLASSES	Convergent Production of Semantic Classes: forming correct groups from a large number of words or pictured objects.
NMS	RELATIONS	Semantic Correlates: the ability to produce a response to fit a given or implied conceptual relation - like naming direct opposites.
NMT	TRANSFORMATIONS	Semantic Redefinition: the ability to shift the function of an object or part of an object and use in a new way.
NMI	IMPLICATIONS	Deduction: ability to state correct deduction from given facts.

5. EVALUATION = E

FIGURAL INPUT

EFU	UNITS	Figural Identification: the ability to find a figure identical to a given figure among similar figures.
EFC	CLASSES	Length Estimation: the ability to compare the length of lines or distances.

SYMBOLIC INPUT

ESU	UNITS	Symbolic Identification: the ability to recognize identical letter or numbers.
ESR	RELATIONS	Symbol Manipulation: the ability to decide which letter relations are consistent with others.

SEMANTIC INPUT

EMR	RELATIONS	Logical Evaluation: the ability to use logical relationships in the testing of the correctness of a conclusion.
EMS	SYSTEMS	Experimental Evaluation: the ability to appraise aspects of common situations in terms of agreement with experience such as pointing out incongruities or missing objects.
EMT	TRANSFORMATIONS	Judgment: the ability to make wise choices among possible improvisations.
EMI	IMPLICATIONS	Sensitivity to Problems: the ability to recognize practical problems, to see defects and deficiencies.

EDUCATIONAL OBJECTIVES FOR TEACHING THE INTELLECTUALLY GIFTED ACCORDING TO BLOOM'S TAXONOMY

In order to formulate a curriculum responsive to the needs of gifted students, it is important that we develop a set of appropriate objectives, outlining the structure of the program, and clarifying those techniques which set it apart from programs used in heterogeneously grouped classrooms. Such an outline will enable the professional staff to differentiate and evaluate the special course of study and to communicate in specifics about the program with the general public.

Bloom's TAXONOMY OF EDUCATIONAL OBJECTIVES is one method of classification that can be used to organize teaching methodology. "By taxonomy we mean a system for classifying objectives, principles and facts in a manner consistent with their natural or logical interrelationships. Such a system will oftentimes show a hierarchical ordering of elements from simple to complex and from concrete to abstract."

"The 'Affirmative Domain' provides a structure which may help educators understand and improve mental processes of receiving (attending), responding, valuing, organizing, and characterizing by a value or value complex. The 'Cognitive Domain' encompasses processes of remembering, comprehending, applying, analyzing, synthesizing, and evaluating knowledge. While separate domains do have merit from the perspectives of research and development, the authors of the TAXONOMY have stressed repeatedly the effects of each on the other." (Plowman, Paul D. An Interpretation of the Taxonomy of Educational Objectives, 1968)

Included in the outline are seven different areas of thought process, each dependent on those before it and developing from them. The categories can be utilized with different emphasis, and activities can be planned accordingly. The following seven higher level areas, which are explained in Bloom's TAXONOMY, should be used with gifted students to develop creative and cognitive abilities. (This information was prepared by the California Project Talent, Revised Guidelines for Establishing and Evaluating Programs for Mentally Gifted Minors, a California State Department publication.) They are:

1. Translation - the ability to put a communication into another language, such as an abstract idea into a concrete one.
2. Interpretation - comprehension of the relationships between parts, rearranging and relating them to one's own experience.
3. Extrapolation - going beyond trends or tendencies in given data.
4. Application - using old principles to solve new problems.
5. Analysis - breaking down material into constituent parts and detecting relationships of the parts and the way they are organized.
6. Synthesis - putting together and rearranging elements into a new whole.

7. Evaluation - giving judgment concerning ideas, things, or events.

The charts on the following pages describe the cognitive and effective taxonomies in greater detail and provide illustrations of each level in behavioral terminology.

An example of an exercise employing the instrumentation of Bloom's TAXONOMY follows the charts.

TABLE 1
INSTRUMENTATION OF THE TAXONOMY OF EDUCATIONAL OBJECTIVES: COGNITIVE DOMAIN*

		KEY WORDS	
TAXONOMY CLASSIFICATION		EXAMPLES OF INFINITIVES	EXAMPLES OF DIRECT OBJECTS
1.00	**Knowledge**		
1.10	Knowledge of Specifics		
1.11	Knowledge of Terminology	to define, to distinguish, to acquire, to identify, to recall, to recognize	vocabulary, terms, terminology, meaning(s), definitions, referents, elements
1.12	Knowledge of Specific Facts	to recall, to recognize, to acquire, to identify	facts, factual information, (sources, names, dates, events, persons, places, time periods), properties, examples, phenomenon
1.20	Knowledge of Ways and Means of Dealing with Specifics		
1.21	Knowledge of Conventions	to recall, to identify, to recognize, to acquire	form(s), conventions, uses, usage, rules, ways, devices, symbols, representatives, cycle(s), format(s)
1.22	Knowledge of Trends,	to recall, to recognize, to acquire, to identify	action(s), processes, movement(s), trend(s), sequence(s), causes, relationship(s), forces, influences
1.23	Knowledge of Classifications	to recall, to recognize, to acquire, to identify	area(s), type(s), feature(s), class (es), set(s), division(s), arrangement(s), classification(s), category/ categories
1.24	Knowledge of Criteria	to recall, to recognize, to acquire, to identify	criteria, basics, elements

TABLE 1 (CONTINUED)

TAXONOMY CLASSIFICATION	KEY WORDS EXAMPLES OF INFINITIVES	 EXAMPLES OF DIRECT OBJECTS
1.25 Knowledge of Methodology	to recall, to recognize, to acquire, to identify	methods, techniques, approaches, uses, procedures, treatments
1.30 Knowledge of the Universals and Abstractions in a Field		
1.31 Knowledge of Principles	to recall, to recognize, to acquire, to identify	principle(s), generalization(s), propositions, fundamentals, laws, principal elements, implication(s)
1.32 Knowledge of Theories and	to recall, to recognize, to acquire, to identify	theories, bases, interrelations, structure(s) organization(s), formulation(s)
2.00 Comprehension		
2.10 Translation	to translate, to transform, to give in own words, to illustrate, to prepare, to read, to represent, to change, to rephrase, to restate	meaning(s), sample(s), definitions, abstractions, representations, words, phrases
2.20 Interpretation	to interpret, to reorder, to rearrange, to differentiate, to distinguish, to make, to draw, to explain, to demonstrate	relevancies, relationships, essentials, aspects, new view(s), qualifications, conclusions, methods, theories, abstractions
2.30 Extrapolation (Implications)	to estimate, to infer, to conclude, to predict, to differentiate, to determine to extend, to interpolate, to extrapolate, to fill in, to draw	consequences, implications, conclusions, factors, ramifications, meanings, corrolaries, effects, probabilities

TABLE 1 (CONTINUED)

TAXONOMY CLASSIFICATION	KEY WORDS	
	EXAMPLES OF INFINITIVES	EXAMPLES OF DIRECT OBJECTS
3.00 **Application**	to apply, to generalize, to relate, to choose, to develop, to organize, to employ, to transfer, to restructure, to classify	principles, laws, conclusions, effects, methods, theories, abstractions, situations, generalizations, processes, phenomenon, procedures
4.00 **Analysis**		
4.10 Analysis of Elements	to distinguish, to detect, to identify, to classify, to discriminate, to recognize, to categorize, to deduce	elements, hypothesis/hypotheses, conclusions, assumptions, statements (of fact), statements (of intent), arguments, particulars
4.20 Analysis of Relationships	to analyze, to contrast, to compare, to distinguish, to deduce	relationships, interrelations, relevance, relevancies, themes, evidence, fallacies, arguments, cause-effect(s), consistency/consistencies, parts, ideas, assumptions
4.30 Analysis of Organizational	to analyze, to distinguish, to detect, to deduce	form(s), pattern(s), purpose(s), point(s) of view(s), techniques, bias (es), structure(s), theme(s), arrangement(s), organization(s)
5.00 **Synthesis**		
5.10 Production of a Unique Communication	to write, to tell, to relate, to produce, to constitute, to transmit, to originate, to modify, to document	structure(s), pattern(s), product(s), performance(s). design(s), work(s), communications, effort(s), specifics, composition(s)

TABLE II
INSTRUMENTATION OF THE TAXONOMY OF EDUCATIONAL OBJECTIVES: AFFECTIVE DOMAIN

	KEY WORDS	
TAXONOMY CLASSIFICATION	EXAMPLES OF INFINITIVES	EXAMPLES OF DIRECT OBJECTS
1.0 Receiving (Attending)		
1.1 Awareness	to differentiate, to separate, to set apart, to share	sights, sounds, events, designs, arrangements
1.2 Willingness to Receive	to accumulate, to select, to combine, to accept	models, examples, shapes, sizes, meters, cadences
1.3 Controlled or Selected Attention	to select, to posturally respond to, to listen (for), to control	alternatives, answers, rhythms, nuances
2.0 Responding		
2.1 Acquiescence in Responding	to comply (with), to follow, to commend, to approve	directions, instructions, laws, policies, demonstrations
2.2 Willingness to Respond	to volunteer, to discuss, to practice, to play	instruments, games, dramatic works, charades, burlesques
2.3 Satisfaction in Response (Zest)	to applaud, to acclaim, to spend leisure time in, to augment	speeches, plays, presentations, writings
3.0 Valuing		
3.1 Acceptance of a Value (Belief)	to increase measured proficiency in, to increase numbers of, to relinquish, to specify	group membership(s), artistic production(s), musical productions, personal friendships

TABLE II (CONTINUED)

TAXONOMY CLASSIFICATION		KEY WORDS EXAMPLES OF INFINITIVES	 EXAMPLES OF DIRECT OBJECTS
3.2	Preference for a Value (Commitment)	to assist, to subsidize, to help, to support	artists, projects, viewpoints, arguments
3.3	Commitment (Commitment to act)	to deny, to protest, to debate, to argue	deceptions, irrelevancies, abdications, irrationalities
4.0	Organization (Classification/System)		
4.1	Conceptualization of a Value (Abstract, Symbolic)	to discuss, to theorize (on), to abstract, to compare	parameters, codes, standards, goals
4.2	Organization of a Value System (Philosophy)	to balance, to organize, to define, to formulate	systems, approaches, criteria, limits
5.0	Characterization by Value or Value Complex		
5.1	Generalized Set (Consistency)	to revise, to change, to complete, to require	plans, behavior, methods, effort(s)
5.2	Characterization (Inclusive of attitudes, beliefs, behaviors, and ideas)	to be rated high by peers in, to be rated high by superiors in, to be rated high by subordinates in	humanitarianism, ethics, integrity, maturity
		and	
		to avoid, to manage, to resolve, to resist	extravagance(s), excesses, conflicts, exorbitancy, exorbitancies

EXERCISE

The following exercise is a culmination of a series of activities related to the sea. Preceding the use of the exercise, the children visited the beach to experience the sea by all their senses, sight, sound, smell, tough, and taste. The class collected samples of life found on the beach and in the shallow water. The sea water was studied under the microscope for evidence of life in the sea. We made food chains of marine life and discussed the geographic divisions of land and water on the earth. In addition, we saw films on the sea including one offered by the telephone company called THE SEA. Paintings of the sea by Winslow, Homer, Monet, and other artists were discussed. A recording of "The Sea" by Claude Debussy was played. We then were ready to diverge from the given material to establish individual impressions of the subject.

(The students are instructed to read the following article and discussion follows according to the questions listed on the other sheets.)

FARMING THE SEA

Scientists tell us that life began in the sea. Some time, long ago, perhaps a billion years ago, in some shallow bay, when sun and heat were exactly right, elements combined to make life. The first living organisms were simple, but the sea provided moisture and salt, and oxygen and sunlight filtered through the moving water to sustain life.

As millions of years passed, living organisms divided and multiplied and became more complex. Many living creatures and plants left the sea and flourished on the land.

Life not only begins in the sea, the sea sustains all life. It nourishes us spiritually and physically. It contains all the elements that life requires.

In the twenty-first century scientists say that we must look to the sea for more help. Its vast area contains food for our rapidly increasing population and perhaps we shall return to the sea to settle new colonies.

There will be many problems to overcome in building a farming settlement in the sea because man is not capable of living in a marine environment. But man is used to adapting an environment to his needs and the sea will provide a great challenge.

by Nita Cohen

KNOWLEDGE

1.00 Knowledge

- 1.10 Knowledge of specifics
  - 1.11 Knowledge of terminology
    - A. What is an element?
    - B. What is an organism?
    - C. What does sustain mean?
    - D. Tell me the meaning of a billion years. How does it compare to a million years?
    - E. Explain the term vast area
  - 1.12 Knowledge of specific facts
    - A. Why do scientists believe that life began in the sea?
    - B. From what do we believe complex organisms developed?
    - C. Why must we look to the sea for more help?
- 1.20 Knowledge of ways and means of dealing with specifics
  - 1.21 Knowledge of conventions
    - A. How many paragraphs are contained in the article? How do you know?
    - B. How many sentences are contained in the article? How do you know?
  - 1.22 Knowledge of trends and sequences
    - A. If you were president of the United States in 2025, how would you go about organizing an expedition to settle the sea?
    - B. What would be a major problem?
  - 1.23 Knowledge of classification and categories
    - A. What problems relating to structure would be involved in making a city in the sea?
    - B. What problems relating to sustaining life would be involved in a city in the sea (food, clothing, housing, waste management, etc.)?
  - 1.24 Knowledge of criteria
    - A. How did you decide what made up a problem?
    - B. Is there a list of priorities involved in the list of problems? If so, what are they?
  - 1.25 Knowledge of methodology
    - A. What sort of thinking would you say went into the idea that a marine city would be a good idea?
    - B. Do you think other plans were considered?
- 1.30 Knowledge of universals and abstractions in a field
  - 1.31 Knowledge of principles and generalizations
    - A. The last sentence states, "But man is used to adapting an environment to his needs and the sea will provide a great challenge." Do you think this is possible?
    - B. Why do you think this is possible?

1.32 Knowledge of theories and structures
- A. What other challenge has man met during his presence on earch?
- B. Has man always been fully successful in his response to the challenge of time?

INTELLECTUAL ABILITIES AND SKILLS

2.00 Comprehension

2.10 Translation
- A. Pretend that two of you are members of the President's expedition to settle the sea. Through your dialog, show that you comprehend the needs and dangers of your undertaking.
- B. By pantomime show how you would imagine the first few minutes after our arrival at the sight of the new marine city.

2.20 Interpretation
- A. Which needs and dangers did the members of the expedition think were the greatest?
- B. How could you tell which were most important to the actors?

2.30 Extrapolation
- A. Once the settlement is established, there will still be difficulties facing the undersea farmers. What do you think they will be?
- B. Why have you chosen these?

3.00 Application

- A. What are the implications for normal living under the sea?
- B. What difference do you think it will make in terms of daily activities?

4.00 Analysis

4.10 Knowledge of elements
- A. In the article, some of the information could be called "statements of fact" and some could be called "statements of opinion." Give examples of each.
- B. Why do you think your choices were as you stated?

4.20 Knowledge of relationships
- A. Why would it be necessary for man to adapt the environment to his needs?
- B. What effect does man's action have on the environment or would it be possible to reverse the relationship?

4.30 Knowledge of organizational principles
- A. How does the author of the article feel about settling in the sea?
- B. Give examples from the material to support your opinion.

5.30 Derivation of a set of abstract relations
- A. Read the last paragraph of the article. Can you explain it in your own words?
- B. Can you explain the relationship between the introductory sentence and the conclusion of the paragraph?

6.00 Evaluation

6.10 Judgments in terms of internal evidence
- A. Why is it sensible for man to look to the sea for help in solving his problems?
- B. Has the sea provided a solution to problems that have beset man in past centuries?

6.20 Judgments in terms of external criteria
- A. Suppose we could not harvest additional food from the sea. What might happen?
- B. What alternatives are there to founding settlements under the sea to solve the problems of today?

COGNITIVE-AFFECTIVE INTERACTION MODEL

(from Williams, Frank E. Total Creativity Program for Individualizing and Humanizing the Learning Process. Englewood Cliffs, New Jersey: Educational Technology Publications)

The structure characterizes an interrelationship between one or more strategies employed by the teacher (Dimension 2), across the various subject matter areas of the curriculum (Dimension 1) in order to elicit a set of four cognitive and four affective pupil behaviors (Dimension 3). What the teacher does or media she or he uses is strategy, but how the pupil thinks or feels is process; and both are related to subject matter content.

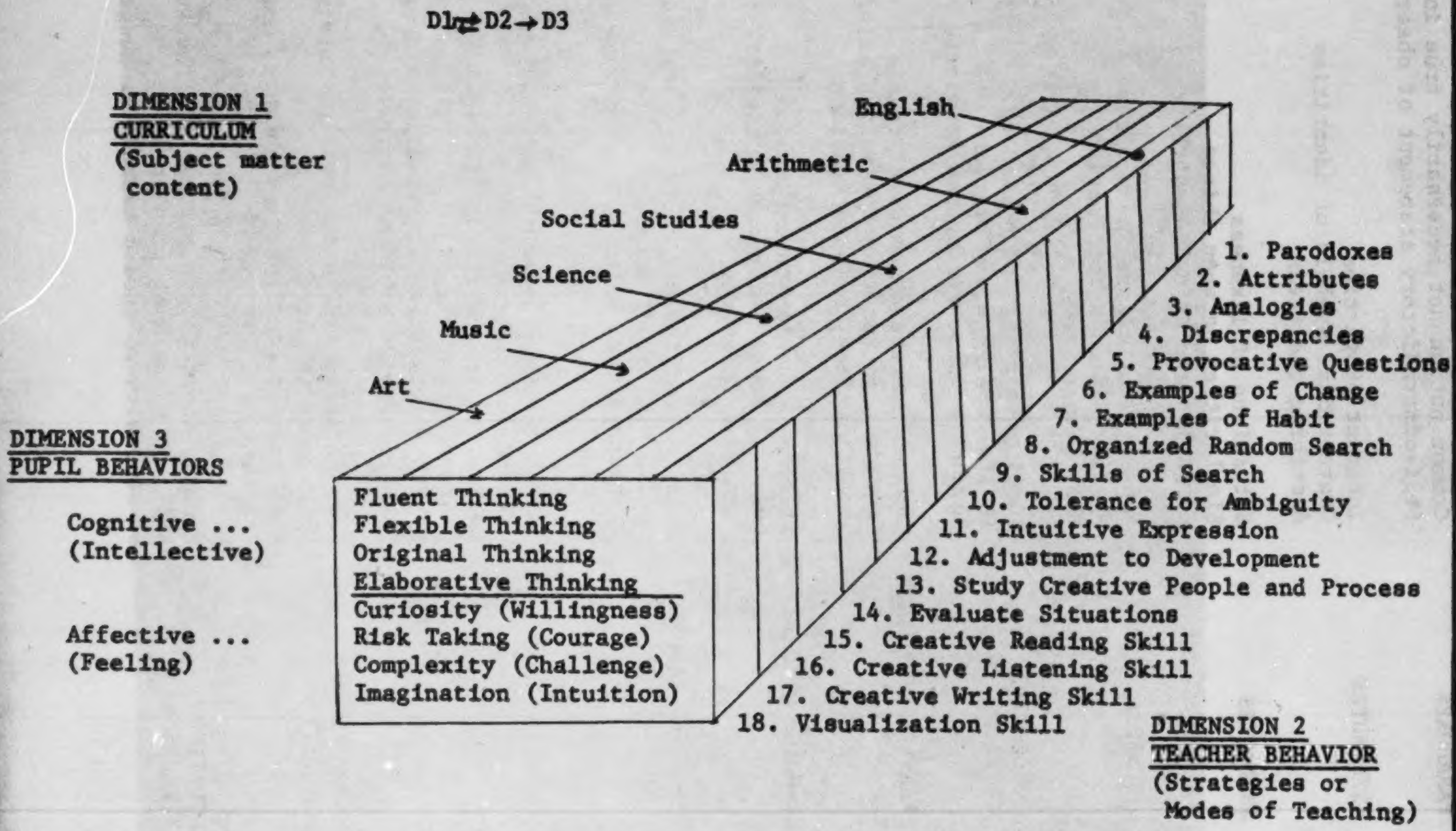
Dimension 1 lists subject matter areas of a conventional elementary school curriculum. However, it is felt it may be possible to substitute subjects from any other grade level, including high school and college, in this dimension.

Dimension 2 initially listed twenty-three styles or strategies in a prototype model which teachers can employ in their classroom teaching. Upon extensive field testing of the model, this list of strategies has been reduced to eighteen, which avoided a great deal of overlap between some strategies.

These have been devised empirically from many studies of how all good teachers operate implicitly in the classroom. Teaching styles or strategies become a means, through subject matter content, toward an end for fostering eight thinking and feeling pupil behaviors. As one considers these eighteen teaching strategies, which can be appropriately applied across all subject matter areas, a vast number of combinations for learning become apparent.

Dimension 3 consists of eight processes deduced from theoretical studies of how children think and feel divergently. These divergent production factors are certainly most crucial when encouraging a child's creative potential, but have received less attention or have been commonly ignored in the traditional curriculum and classroom.

A MODEL FOR IMPLEMENTING COGNITIVE-AFFECTIVE BEHAVIOR IN THE CLASSROOM


D1⇄D2→D3
DIMENSION 1
CURRICULUM
(Subject matter content)
English
Arithmetic
Social Studies
Science
Music
Art
DIMENSION 3
PUPIL BEHAVIORS
Cognitive ...
(Intellective)
Affective ...
(Feeling)
Fluent Thinking
Flexible Thinking
Original Thinking
Elaborative Thinking
Curiosity (Willingness)
Risk Taking (Courage)
Complexity (Challenge)
Imagination (Intuition)
1. Parodoxes
2. Attributes
3. Analogies
4. Discrepancies
5. Provocative Questions
6. Examples of Change
7. Examples of Habit
8. Organized Random Search
9. Skills of Search
10. Tolerance for Ambiguity
11. Intuitive Expression
12. Adjustment to Development
13. Study Creative People and Process
14. Evaluate Situations
15. Creative Reading Skill
16. Creative Listening Skill
17. Creative Writing Skill
18. Visualization Skill
DIMENSION 2
TEACHER BEHAVIOR
(Strategies or Modes of Teaching)

DIMENSION 2
Teacher Behaviors
(Strategies)

NO. 1	PARADOXES	Common notion not necessarily true in fact Self-contradictory statement of observation
NO. 2	ATTRIBUTES	Inherent properties Conventional symbols of identities Ascribing qualiteis
NO. 3	ANALOGIES	Situations of likeness Simularities between things Comparing one thing to another
NO. 4	DISCREPANCIES	Gaps of limitations in knowledge Missing links in information What is not known
NO. 5	PROVOCATIVE QUESTIONS	Inquiry to bring forth meaning Incite knowledge exploration Summons to discovering new knowledge
NO. 6	EXAMPLES OF CHANGE	Demonstrate the dynamics of things Provide opportunities for making alterations, modifications, or substitutions
NO. 7	EXAMPLES OF HABIT	Effects of habit-bound thinking Building sensitivity agains rigidity in ideas and well-tried ways
NO. 8	ORGANIZED RANDOM SEARCH	Using a familiar structure to go at random to build another structure An example from which new approaches occur at random
NO. 9	SKILLS OF SEARCH	Search for ways something has been done before (historical search) Search for the current status of something (descriptive search) Set up an experimental situation and search for what happens (experimental research)
NO. 10	TOLERANCE FOR AMBIGUITY	Provide situations which puzzle, intrigue, or challenge thinking Pose open-ended situations which do not force closure
NO. 11	INTUITIVE EXPRESSION	Feeling about things through all the senses Skill of expressing emotion Be sensitive to inward hunches or nudges

NO. 12	ADJUSTMENT TO DEVELOPMENT	Learn from mistakes or failures Develop from rather than adjust to something Developing many options or possibilities
NO. 13	STUDY CREATIVE PEOPLE AND PROCESS	Analyze traits of eminently creative people Study processes which lead to problem-solving, invention, incubation, and insight
NO. 14	EVALUATE SITUATIONS	Deciding upon possibilities by their consequences and implications Check or verify ideas and guesses against the facts
NO. 15	CREATIVE READING SKILL	Develop a mind-set for using information that is read Learning the skill of generating ideas by reading
NO. 16	CREATIVE LISTENING SKILL	Learning the skill of generating ideas for listening Listen for information allowing one thing to lead to another
NO. 17	CREATIVE WRITING SKILL	Learning the skill of communicating ideas in writing Learning the skill of generating ideas through writing
NO. 18	VISUALIZATION SKILL	Express ideas in visual feeling Illustrating thoughts and feelings Describing experiences through illustrations.

DIMENSION 3
Pupil Behaviors

BEHAVIOR	MEANING
COGNITIVE - INTELLECTIVE	
FLUENT THINKING To think of the most -	Generation of a quantity Flow of thought Number of relevant responses
FLEXIBLE THINKING To take different approaches -	Variety of kinds of ideas Ability to shift categories Detours in direction of thought
ORIGINAL THINKING To think in novel or unique ways -	Unusual responses Clever ideas Production away from the obvious

ELABORATIVE THINKING To add on to -	Embellishing upon an idea Embroider upon a simple idea or response to make it more elegant Stretch or expand upon other ideas.

AFFECTIVE - TEMPERAMENT

RISK TAKING To have courage to -	Expose oneself to failure or criticisms Take a guess Function under conditions devoid of structure Defend own ideas
COMPLEXITY To be challenged to -	Seek many alternatives See gaps between how things are and how they could be Bring order out of chaos Delve into intricate problems or ideas
CURIOSITY To be willing to -	Be inquisitive and wonder Toy with an idea Be open to puzzling situations Ponder the mystery of things To follow a particular hunch just to see what will happen
IMAGINATION To have the power to -	Visualize and build mental images Dream about things that have never happened Feel intuitively Reach beyond sensual or real boundaries.

ELEMENTS OF THE SUPPORT SYSTEM

.DEVELOPING A PLAN
.ADMINISTRATIVE ARRANGEMENTS
.STAFFING
.BUILDING AND MAINTAINING SUPPORT
.AFFECTIVE SUPPORT

A SYSTEMATIC STRATEGY FOR PROGRAM DEVELOPMENT

by Thomas Jokubaitis

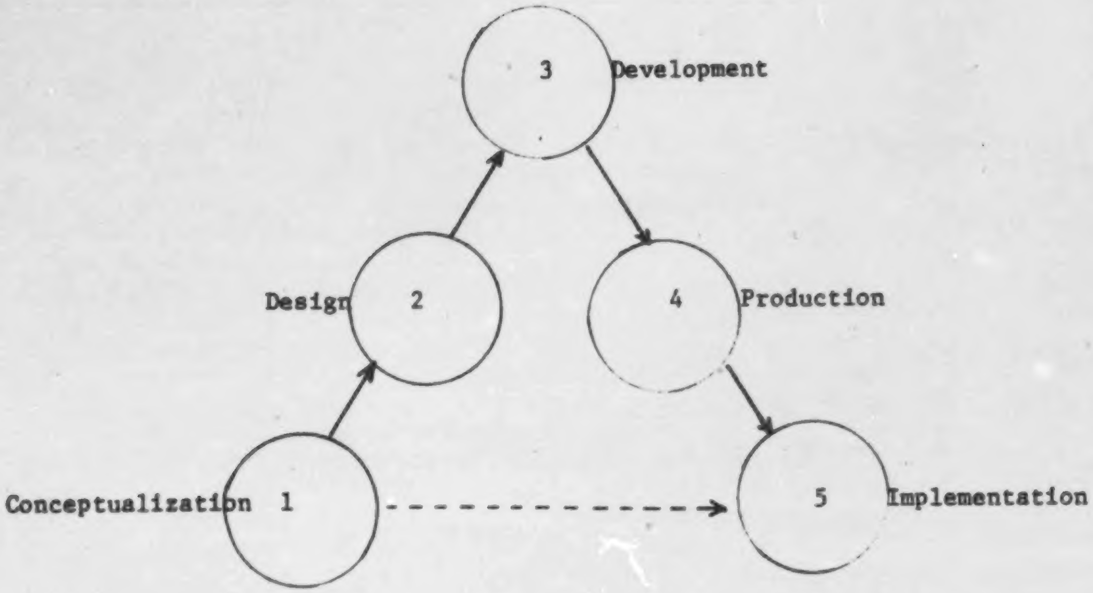
Many educational innovations and specialty programs have attempted to focus specifically on perceived educational needs. Such a concentrated focus may actually be counter-productive unless a broadened view of the total educational context is accommodated in the change process. This has been clearly evident in the post-sputnik era of curriculum reform and now in the wake of Title III funding that has produced few validated programs or practices in relation to the effort expended.

Programing for the gifted and talented can also fall victim to a narrow scope of thought and action that can be as debilitating as no thought at all. This article attempts to propose a conceptual tool and a method of developing programs that will enhance opportunities for Connecticut's gifted and talented youth. Certainly, there is no single best way to proceed in program development. Much depends on the human and material resources within a school district and accessible resources from outside the district. Connecticut's major resource has traditionally been the ingenuity of its populace, and there is no lack of expertise and creativity in these resources to assist in developing viable programs for gifted and talented youth. There are few, if any, rational arguments a school or district can present for failing to identify and provide programs for its gifted students.

Program Development - A Strategy

A method of curriculum development proposed by Harold E. Nichols and presented at the American Educational Research Association Convention (Washington, D. C., April, 1975) may be adapted for comprehensive program planning. This approach was entitled, "Matrix Analysis: A Programatic Approach to Curriculum Design." The major advantage of this approach as a program development strategy is that it enables planners to (1) develop a comprehensive initial plan of the program's overall characteristics and configuration, (2) organize the resources and multiple expert inputs required to achieve the desired program, and (3) systematically identify and address the operational requirements/constraints of the planned program.

The matrix analysis designed strategy involves five phases and twelve steps. The design phases are (1) conceptualization, (3) design, (3) development, (4) production, and (5) implementation. Perceived in a linear manner, the design phases may seem discrete. However, it is important to view the later phases (4 and 5) early in the process (phases 1 and 2) in order to recognize the realities of the operational setting. Recognizition of the relationships of the design phases will enhance the success potential of the program plan. These relationships are illustrated as follows:



The design phases provide a conceptual framework which defines what must be done to create an operationally sound program.

The design steps in the matrix analysis strategy are, in sequence, (1) feasibility study, (2) content requirements, (3) identifying resources, (4) outlining activities, (5) relating activities, (6) outline learning units, (7) locate learning stations, (8) locate resource centers, (9) locate learning plans, (10) procure resources, (11) write learning plans, (12) develop record system. Applied in a systematic manner, the twelve design steps produce all the program materials required to:

1. Establish WHAT the program will cover and WHAT instructional resources are required to support student learning.

2. Define WHERE student learning will occur and the conditions under which it will occur.

3. Establish procedures as to HOW each student's program will be delivered and managed.

The following diagram illustrates the relationship of the design steps to each design phase:

DESIGN STEPS / DESIGN PHASES	FEASIBILITY STUDY	CONTENT REQUIREMENTS	IDENTIFYING RESOURCES	OUTLINING ACTIVITIES	RELATING ACTIVITIES	OUTLINE LEARNING UNITS	LOCATE LEARNING STATIONS	LOCATE RESOURCE CENTERS	OUTLINE LEARNRNG PLANS	PROCURE RESOURCES	WRITE LEARNRNG PLANS	DEVELOP RECORD SYSTEM
Conceptualization	X	X	X	X			X					
Design		X	X	X	X	X	X	X	X			
Development				X	X	X	X	X	X	X	X	
Production							X	X	X	X	X	
Implementation							X	X	X	X	X	X

The systematic application of these steps produce . . .

- .A complete listing of program content.
- .A complete listing of instructional resources required.
- .A display of potential student learning activities.
- .A listing of student-centered learning objectives.
- .An organizational plan for the learning environment and educational facilities.
- .Sets of teacher-centered and student-centered instructional materials.
- .An operationally sound management system for the documentation and coordination of student progress and performance.

The following summary defines each design phase and related design steps in relationship to development of programs for gifted/talented youth:

1. CONCEPTUALIZATION - Define basic program goals, objectives and program configuration. It is critical that the operational requirements and constraints be anticipated and addressed during this phase. A holistic perspective of the educational context is required in order to determine possible program designs for gifted/talented youth.

    a. Feasibility study - ascertain extent of need. Consider such factors as number of students, type of giftedness, types of programs, etc.

    b. Content Requirements - determine content, process, and affective outcomes of a desired program, list as goals and objectives.

    c. Identifying Resources - review available human and material resources, and additional needs to attain content requirements.

    d. Outlining Activities - establish the possible relationships between content (goals and objectives) and resources.

    e. Locate Learning Stations - prepare a detailed analysis of the classroom requirements. Determine how the classroom might be organized to facilitate student learning activities.

    The primary thrust of this phase is to gather sufficient data in order to conceive of ideas that might be further developed. It is an attempt to establish a "gestalt" about gifted/talented education within a given educational context.

2. DESIGN - The basic program conceptualization is expanded in this phase. Alternatives are delimited and potential program documents, materials, resources, and procedures are identified and their general formats are outlined. Program organization is delineated. The costs and the resources required are considered to ensure that all materials can be produced.

    b. Content Requirements - establish format for program goals and objectives. Enumerate types of potential experiences for gifted/talented youth.

    c. Identifying Resources - establish relationship of human/material resources to the planning process. Identify target population of pupils. List possible human and material resources to accomplish goals and objectives.

    d. Outlining Activities - list resources and relate to the expected program outcomes. This will show appropriate application of resources. Preliminary development of activity formats should be considered.

e. Relating Activities - consider whether or not the existing instructional resources are adequate for implementing goals and objectives. Identify additional resources to fill gaps identified.

f. Outlining Learning Units - establish possible program areas. List possible teaching strategies - i.e., Williams Curriculum Model. Design unit formats for program areas and relate to appropriate instructional strategies.

g. Locate Learning Stations - using detailed analysis of program requirements, identify spaces to accommodate the program. Match needs with the condition of the space to enable listing of improvements required.

h. Locate Resource Centers - assure that available instructional resources and those to be procured are in proximity to the learning stations. Support materials must be accessible.

i. Outline Learning Plans - for each pupil target group identified for program purposes, identify (1) program objectives, (2) possible areas of instruction, (3) resources required. Relate resources, activities, units and learning stations to each target group. Add to each component in order to assure adequacy of the design for each target group.

3. DEVELOPMENT - Program materials are written or procured in accordance with the requirements established in both the (1) Conceptualization and (2) Design phases. Student activities/materials may be tried out and validated on a representative pupil sample.

d. Outlining Activities - select activity formats and representative program experiences for each target group. Project these over the duration of the program.

e. Relating Activities - match activities and resources to each target group program. Add activities and resources to assure a complete experience for each pupil as intended in program goals.

f. Outline Learning Units - outline, in detail, all planned learning units. Organize according to program area and target group. These are primarily for teacher resource use.

g. Locate Learning Stations - initiate necessary work orders and purchase orders required to enable each learning station to conform to its designed function. Plan for construction time.

h. Locate Resource Centers - initiate necessary work orders and purchase orders to redesign and/or supply resource centers with appropriate materials for each target group of the program design.

i. Outline Learning Plans - outline in detail, the components of program activity for use by the pupil - i.e., LAPS, contracts, simulations, work sheets, etc.

j. Procure Resources - initiate necessary requisitiions/purchase orders for materials and supplies identified for each target group.

k. Write Learning Plans - collect complete information concerning (1) program activies, (2) instructional resources, (3) the classroom layout, (4) target groups, (5) learning units, and (6) learning plans. Prepare, in detail, all teacher resource units and pupil learning units.

4. PRODUCTION - The necessary art work and media work are completed to produce camera-ready copy of all program documents, materials, and manuals. All other resources, including the learning environment, are organized in order to support the operational requirements of the program.

g. Locate Learning Stations - print appropriate floor plans to orient pupils to space design and location of various program functions. Organize the learning station to conform to the program design.

h. Locate Resource Centers - organize materials in the resource centers. Prepare location to conform with specifications of the program design.

i. Outline Learning Plans - reproduce teacher source units and related materials in sufficient quantity for program use.

j. Procedure Resources - assure that all purchase orders have been processed. Organize new materials in the learning and resource centers. This should be accomplished prior to completion of other documents.

k. Write Learning Plans - prepare and produce all learning plans for pupil use. Assure that formats are appropriate and aesthetically appealing.

5. IMPLEMENTATION - All program materials are operationally organized and staff training is conducted to qualify all appropriate staff on all phases of program operation. A detailed work plan is established delineating WHO does WHAT and WHEN various tasks are to be initiated and completed.

g. Locate Learning Stations - verify readiness of learning stations. Identify regular maintenance requirements. Operationalize procedures for pupil use of the learning station.

h. Locate Resource Centers - provide appropriate orientation and training of pupils and staff in use of resource centers. Operationalize procedures.

i. Outline Learning Plans - initiate teaching unit activities. Assure appropriateness of schedule and time-line for program activities.

j. **Procure Resources** - orientate pupils and staff in the use of appropriate resources and related materials.

k. **Write Learning Plans** - provide pupils with appropriate documents for program orientation. Initiate activities appropriate for each target group.

l. **Develop Record System** - design and develop an administratively feasible record system. Graphically, it should show the relation between student progress and program objectives.

In summary, the systematic approach to program development advocated by "matrix analysis" is intended to assure planning in such a manner as to enhance the success potential of a new program, whether for the gifted or any other educational concern. The "design phases" of (1) conceptualization, (2) design, (3) development, (4) production, and (5) implementation are universal and integrally associated with all planning processes. The "design steps" may and should be altered depending upon the nature of the program being developed.

An important component of the planning process is that of identifying major decision-makers, and another is assignment of responsibilities. The major decision-makers for each design phase should be identified and appropriately informed about the form a program is taking in its developmental stages. Also, all persons who ought to be involved in each design phase need to be identified and brought into the planning process. Specific responsibilities associated with the successful accomplishment of the design steps for each design phase must be assigned to a person or team - leadership should be designated in team situations. And finally, the work plan should be projected along a time-line that signals major bench marks for program development up to the point of implementation. Evaluation considerations should be an integral aspect of the design and implementation processes.

ADMINISTRATIVE ARRANGEMENTS

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ALTERNATIVE ADMINISTRATIVE DESIGNS FOR GIFTED PROGRAMS: A CONCEPTUAL MODEL

by Thomas Jokubaitis and Alan White

The purpose of this article is (1) to provide the reader with a broadened perspective of gifted child programs and (2) to enable prospective and current program developers to perceive a possible scope/sequence of alternative designs for articulated K-12 programing.

All gifted child programs have three common components (please refer to illustration on following page):

I. Areas of giftedness or types of gifted children for which the program will provide

II. Arrangements for providing differentiated experiences, instruction for the identified target group

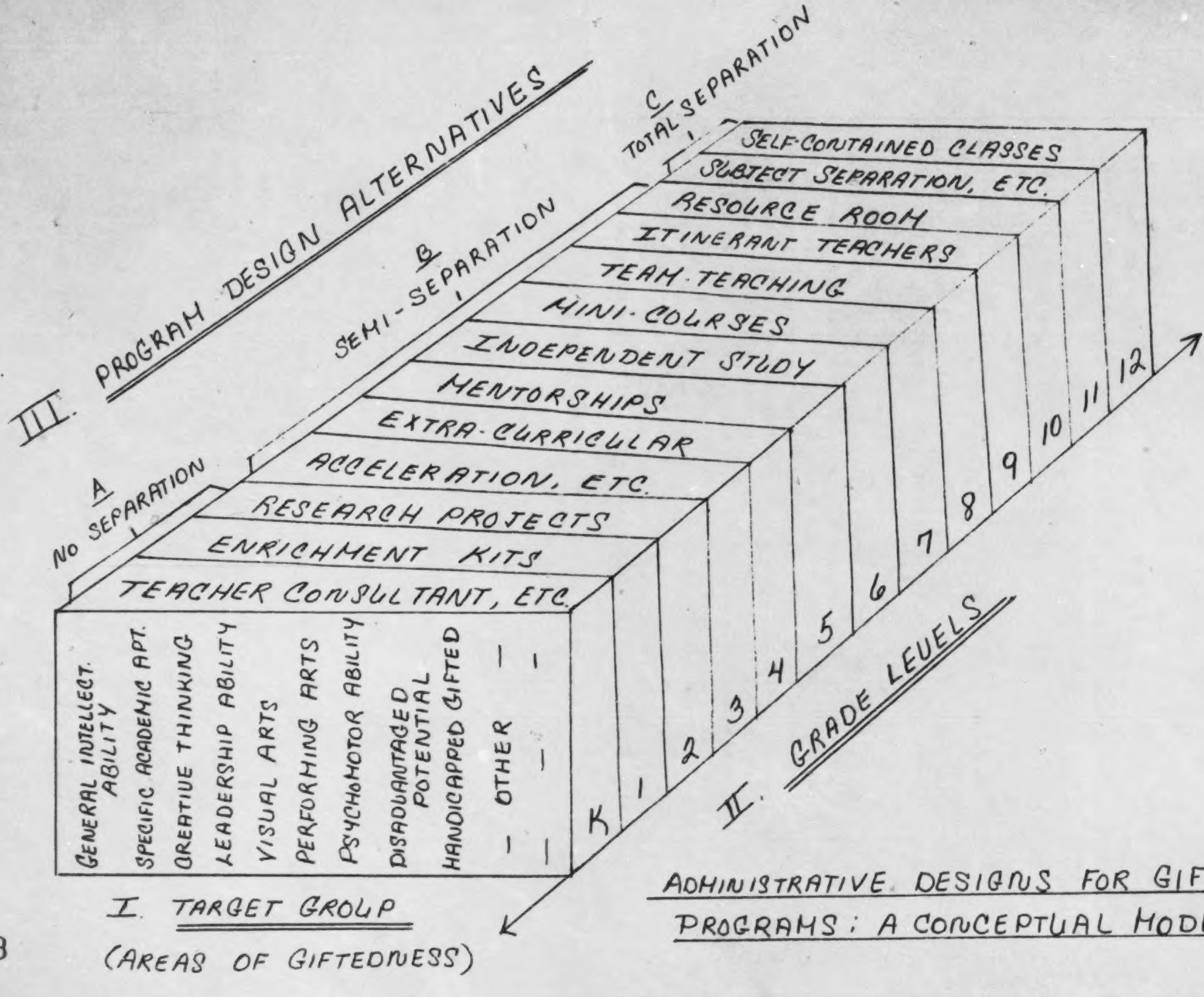
III. Grade levels targeted for differentiated instruction.

I. Target Group (Areas of Giftedness or Types of Gifted Children)

The first consideration in program development is the pupil. Program designers need a comprehensive data base concerning the abilities and needs of a school district's pupil population. What are the characteristics of the pupils and what are their needs? What resources does the school district have to meet the identified needs and are the needs for all pupils being adequately served? Where discrepancies between needs and services exist, the program designer has cause for action. The needs of each district are unique. The level of programing in relationship to pupil needs within each school district is the primary basis for the diversity that exists among those districts currently providing experiences for gifted youth. Such a condition also serves as a caveat to prospective program developers in considerating the adoption of existing programs.

The Connecticut legislation and administrative regulations are based on a broadened concept of giftedness. In describing its pupil population, among the areas in which a school district ought to search for children capable of high performance singly or in combination, are the following:

A. General Intellectual Ability
B. Specific Academic Aptitude
C. Creative or Productive Thinking
D. Leadership Ability
E. Visual and Performing Arts
F. Psychomotor Ability
G. Disadvantaged Potential.


III. PROGRAM DESIGN ALTERNATIVES
A NO SEPARATION
B SEMI-SEPARATION
C TOTAL SEPARATION
SELF-CONTAINED CLASSES
SUBJECT SEPARATION, ETC.
RESOURCE ROOM
ITINERANT TEACHERS
TEAM-TEACHING
MINI-COURSES
INDEPENDENT STUDY
MENTORSHIPS
EXTRA-CURRICULAR
ACCELERATION, ETC.
RESEARCH PROJECTS
ENRICHMENT KITS
TEACHER CONSULTANT, ETC.
GENERAL INTELLECT. ABILITY
SPECIFIC ACADEMIC APT.
CREATIVE THINKING
LEADERSHIP ABILITY
VISUAL ARTS
PERFORMING ARTS
PSYCHOMOTOR ABILITY
DISADVANTAGED POTENTIAL
HANDICAPPED GIFTED
OTHER
K
1
2
3
4
5
6
7
8
9
10
11
12
II. GRADE LEVELS
I. TARGET GROUP
(AREAS OF GIFTEDNESS)

ADMINISTRATIVE DESIGNS FOR GIFTED PROGRAMS: A CONCEPTUAL MODEL

Provisions of Section 10-76 a-h of the General Statutes and accompanying regulations for the State of Connecticut enable a school district to provide for three to five percent of its total pupil population. In viewing the "target group" dimension of the administrative design model, the identification processes emanating from the description of a district's pupil population should determine a small percentage of pupils with extraordinary ability and/or outstanding talent whose needs are such that they cannot be met in the regular classroom.

II. Grade Level

The grade level(s) at which a program is formally initiated often depends upon the amount and quality of pupil information available. The availability standardized achievement and I. Q. tests (which contribute to the identification process) may influence the decision for specific grade level programing. This may be a factor in the preponderance of intermediate grade programs currently in operation and may partially account for the dearth of programs at the primary level.

While indidivual pupils may possess latent talents/gifts that do not emerge until grade four, or later, it seems reasonable to assume that the outstanding attributes of many gifted children manifest early in their development and persist throughout their lifetimes. What provisions, if any, are made for gifted primary grade or preschool children? Do the administrative designs for gifted pupils, in and of themselves, assure adequate progrming for gifted youth? Is the exploratory programing of the middle school appropriate for gifted pupils? Does the junior high school grouping pattern permit effective instruction for gifted youth? At the high school level, are multiple elective and/or advanced placement opportunities sufficient to meet the needs of gifted students?

The point of raising these questions is to provoke thought about a K-12 programing concept. A middle grade program, in order to truly be responsive to the needs of gifted children, must have its origins in the early primary grades and must also be succeeded by appropriate instructional provisions. It cannot be assumed that the regular (mainstream) program is adequate to meet the needs of extraordinary pupils. Public schools generally provide articulated K-12 educational programs suitable for most pupils; however, gifted children probably constitute the greatest percentage of the pupil population for whom appropriate educational experiences are not provided in an articulated, systematic manner.

Dimension I, Target Groups, should be related to the K-12 span of grades. Certain types of talent may not be manifest at the early stages of pupil development. As a school district attempts to design programs for certain target groups, it seems appropriate that program provisions begin at the point where sufficient information exists or can be obtained for reasonably accurate identification. For example, it seems feasible to accommodate certain identified preschool gifted children via early admittance to school, especially if their academic achievement and maturation are appropriately advanced. On the other hand, children talented in the performing arts may not manifest their gifts at such an early age.

A responsive administrative design for gifted and talented youth must be comprehensive. Appropriate points of program entry exist all along the K-12 sequence and it is reasonable to conclude that for different communities there will be varying points of entry for individual pupils and programing for different areas of giftedness. The third dimension of this model categorizes three types of program design. Perhaps, an articulated K-12 program should vary in design from level-to-level as well as for individual pupils.

III. Program Alternatives

The third dimension of the administrative design model is "program alternatives" - that is the specific type of grouping arrangements planned for the identified target group. Generically, program alternatives can be grouped into the three classifications that follow:

A. No-Separation Designs - Program alternatives that attempt to accommodate the special needs of gifted/talented pupils within their regular classroom through a variety of enrichment experiences.

B. Semi-Separation Designs - Program alternatives in which gifted youth participate in regular class activities for the majority of their school time, but a significant part of the school time is spent outside the regular classroom in differentiated educational experiences appropriate to the pupil's needs.

C. Total-Separation Designs - Program alternatives in which gifted pupils are grouped apart from their age peers for all or most of their instruction.

Certainly, there is no one best administrative design for all school districts and all gifted youth. The local district situation demands a design tailored to its specific characteristics. In fact, a single program alternative or a combination of alternatives may be appropriate for a given school district. Examples of program alternatives for each design category follow:

A. No-Separation Designs

Research Projects in Heterogeneously Mixed Classrooms - Programing for gifted children within every "regular" classroom is difficult indeed, but a number of fine teachers have been trying this approach for years. Much individualized planning and preparation of resources will be necessary, and this usually favors some type of independent study or research on special topics.

What is often lacking, however, is the opportunity for sustained, high-level interaction with others in discussion or inquiry groups with other gifted children.

Supplementary Learning Kits - Schools which are non-graded or which use the continuous-progress model may provide enrichment for the gifted in "regular" classrooms by the introduction of supplementary learning packages, LAP's reading study guides, or learning centers for individual gifted students. Again, the major caution here is to provide opportunities for interaction in order to avoid intellectual and social isolation.

Teacher/Consultant - In this design a specialist in education of the gifted would travel to heterogeneously mixed classrooms to consult with teachers, work with gifted children in the room, and do demonstration teaching in cooperation with the regular teacher. In addition, the teacher/consultant would prepare resources and learning kits which extend the regular curriculum and provide appropriate challenge. One advantage here is that the classroom teacher has a supplemental source of teaching strategies and differentiated materials and can gradually assume more independence and responsibility for the programing.

B. Semi-Separation Designs

Resource Room - A room or area of the building is designated for the gifted program and staffed by a trained teacher. It provides a learning environment specifically tailored to the needs of the children and the program objectives. This center may serve a single building, a cluster of schools, or an entire district, involving transportation where necessary.

Itinerant Teacher(s) - A teacher travels to two or more schools to work with gifted and talented children in each building. Transportation of materials and equipment may be involved, as well as provision of adequate storage and sharing of space with other programs or personnel. This might occur daily (e.g., as for reading) or less frequently.

Team-Teaching - Teachers may arrange to share instruction of gifted and talented students in two or more classes. Gifted students may meet with one teacher, while other students are grouped with the other teacher(s). Such an arrangement may involve no extra cost for staffing.

Mini-Courses - Seminars or mini-courses for the gifted might be offered by various teachers in a school or teaching team. This might occur on a revolving basis each term, depending on the interests and talents of both teachers and students, and could even cut across grade levels in a school.

These instructional groupings, which could be scheduled daily or weekly, might be taught by community resource people, department heads, counselors, etc. during a free period. Older, secondary students (e.g., National Honor Society members) might also work with elementary-age gifted on special topics.

Independent Study and Research Projects - Although independent study is frequently used as a teaching/learning component in a variety of types of grouping arrangements, it can also function as the basis of an administrative design in its own right. Individualized projects can be supervised by teachers, department heads, etc., in any subject area, and might be pursued during students' study periods in the library, or as an alternative to regular classwork. Careful planning and monitoring of both content and methodology are essential.

Tutorials or the Mentor Approach - Arrangements may be made for qualified adults (teachers, parents, professionals, community volunteers) to meet regularly over a period of time with students who have particular interests or needs that cannot be met within the regular curriculum. This instruction may occur either in school or outside, as an internship or apprenticeship with released time and credit for the student.

Supplementary Part-Time Groups - It is with some hesitation that extra-curricular arrangements for the gifted are included in this list of possible administrative designs, since programing should ideally be part of the mainstream educational experience and should be provided for a sufficient amount of time to have a significant educational impact. However, if other more desirable options are impossible, a district may have to resort to after-school arrangements, club or "activity" periods, Saturday morning or summer enrichment.

Acceleration - While it can be argued that a gifted program should do more than simply move subject matter content down from one or two grade levels, it is also true that some gifted children can benefit from an accelerated presentation of content (as, for example, in sequentially structured subjects like mathematics) or rapid progress through the grades (with the usual caution regarding social and emotional maturity).

The following are a few examples of acceleration arrangements: early entrance into school, early graduation (i.e., early entrance into college), grade skipping, credit by examination, continuous progress curriculum, non-graded classes, AP classes, college courses for credit.

Off-Campus Enrollment - This arrangement may be used as part of either an acceleration or an enrichment design. The student may take some coursework in an agency outside the school system, such as at a college or a regional educational institution which specializes in science, for example.

C. Total-Separation Designs

Self-contained Homogeneous Classes - In this arrangement, gifted and talented children are grouped together for all subjects daily throughout the entire year. A district might use this design in one or two classrooms at each grade level, or a single school may be designated to provide classrooms solely for the gifted at several grade levels. Other examples of this model are special high schools, and schools within a school.

Homogeneous Separation for a Single Subject or Cluster of Subjects - Primarily a design for secondary or departmentalized schools, gifted students are grouped for the entire year for enrichment or acceleration in subjects such as mathematics or English. Another variation is to group them permanently for all major academic subjects and integrate for special subjects. A third alternative is to block-schedule for a cluster or related subjects, such as English and Social Science around a humanities core, or a multi-arts core for talented or creative students.

In summary, the conceptual model for designing gifted/talented youth programs can serve to broaden perspectives on the topic. This article is not intended to be an exhaustive treatment on administrative designs for gifted programs. Rather, it is hoped that a system for organizing one's thoughts in a manner that forces interrelating the three major components of administrative design will result in more responsive, comprehensive, and articulated programs for gifted and talented youth.

In using the conceptual model for administrative design, the following considerations are important:

A. Grouping is not programing - Grouping gifted and talented children together may help to meet some of their social and emotional needs; but the most sophisticated administrative design will have no educational impact without a thoughtfully prepared and appropriately differentiated curriculum and learning environment.

B. The state reimbursement formula favors semi-separation designs, since virtually all of the program's expenses can be shown to be due to provisions which are above and beyond the regular per-pupil expenses, (e.g., special teacher, additional materials, transportation to a resource room, etc.).

C. Ideally, educational interventions for the gifted should be as comprehensive as possible. When using a semi-separation design, this implies some kind of follow-through in the regular class. It also raises (but does not resolve) the issue of whether every classroom teacher is willing and able to make appropriate provisions for the gifted in the regular classroom. The importance of on-going communication and intensive system-wide staff development is immediately evident.

D. Districts which segregate gifted and talented students totally or partially for instructional efficiency must be prepared to resolve certain issues:

   1. Should - or how will - students make up work and assignments from the regular classroom which they missed while in a semi-separation program?

2. How can charges of "elitism" be avoided or minimized?

3. What will happen to the rest of the class when gifted students are skimmed off? (Gifted children are sometimes valued as discussion-sparkers, class inspirations, or teacher-aides.)

4. Will classroom teachers interpret separate programs for the gifted as an implicit criticism of their own ability to provide appropriately differentiated instruction?

5. How will gifted children respond to any separation from mainstream peers? (Some may need to be "a big fish in a little pond," and may become fearful in a program with others who are just as good as they are, or better, intellectually.)

6. How can a district avoid the "black box" phenomenon? (Inadequate communication and sharing of program goals and activities may result in ignorance of what is really happening in the program, with misinformation usually filling the vacuum.)

E. Administrative designs should be closely related to the goals and objectives of the program in such a way as to enhance them, rather than to limit or determine them totally.

F. Grouping and scheduling arrangements should permit as much time as possible for the program to have a significant impact on the education of the student. Tokenism is a waste of time and resources.

REGIONALIZED SERVICES FOR LOCAL DISTRICTS INVOLVED IN DEVELOPING AND IMPLEMENTING PROGRAMS FOR THE GIFTED AND TALENTED: A PROSPECTUS DEVELOPED FOR AREA COOPERATIVE EDUCATIONAL SERVICES (ACES), NEW HAVEN

by Alan White and DeWitt Zuse

INTRODUCTION

This prospectus has been developed on the premise that the majority of districts would choose to develop programs for the gifted and talented which would qualify for reimbursement from the Connecticut State Department of Education. It is recognized, however, that some districts will wish to undertake programs supported only with local funds and that some parts of this prospectus may be more applicable to their situation than others.

Furthermore, as a result of contact with superintendents, it appears that the unique needs and circumstances of each district are not conducive to a truly regionalized instructional program, or even to clustering at the present time, although certain professional resources could more economically be shared or centralized.

This prospectus will, consequently, focus on the following areas of immediate concern for those districts which are seriously committed to programing for gifted and talented students:

I. Support services for designing and writing a program for approval by the State Consultant for Gifted and Talented
    A. Assistance in conceptualizing a program
    B. Technical assistance in writing a plan
II. Support services and direct services for implementing a program
    A. Contracted staffing
    B. Training of existing staff person(s)
        1. Tutorial for teacher of the gifted
        2. In-service workshops for total staff
        3. Consultant services for support personnel
    C. Evaluation
III. Centralized professional resources
IV. Cost estimates.

I. Support Services for Designing and Writing a Program for CSDE Approval

A. Assistance in Conceptualizing a Program - Assuming initial local administrator/liaison person, ACES will provide consultant services to this individual and other key decison-makers. These services will consist primarily of consultant assistance in conceptualizing plans (e.g., size and scope of program, target groups, focus of curriculum, administrative design options, etc.) and provision of background resources.

B. Technical Assistance in Writing a Plan - It is strongly felt that ACES would be doing the district a disservice by assuming full responsibility for the writing of the plan. Considerable technical assistance, however, can be offered in clarifying such areas as legal provisions, definitions of terms, allowable budget items, acceptable screening and selection procedures, as well as designing the evaluation component.

II. Support Services and Direct Services for Implementing a Program

A. Contracted Staffing - Districts may contract with ACES for the services of an itinerant resource teacher of the gifted. ACES would provide a trained teacher for instruction at local sites on a part-time or full-time basis. The cost of this teacher would be computed in terms of days per week for the school year (e.g., one-fifth, two-fifths, etc.).

B. Training of Existing Staff Person(s)

1. Tutorial for teacher of the gifted - Districts which have already identified a staff member to be teacher of the gifted may contract with ACES for in-service tutorial workshops to upgrade this individual's information and skills for teaching the gifted. The training would be tailored to present strengths and needs, with intensive training in the early stages followed by regular follow-up sessions for the remainder of the year.

   Content of this tutorial would focus on characteristics of the gifted and educational implications, differentiated teaching strategies, curriculum development, and production and selection of appropriate materials.

2. In-service workshops for total staff - Districts may contract with ACES for workshops to develop awareness and support for the gifted program among the regular teaching staff as well as involvement in referral procedures.

   A second option might be to use such workshops to upgrade the competencies of all teachers for working with gifted students in heterogeneous classrooms. The aim here would be to establish a sense of participation in the education of these children as well as to assure some follow-through (or "ripple") which would supplement the part-time instruction by the resource teacher.

3. Consultant services for support personnel - Districts may contract with ACES for consultants to work with such auxiliary personnel as counselors and psychologists to prepare them to meet the counseling needs of gifted students and to implement identification procedures. (It should be noted that the very existence of a gifted program creates new counseling needs for gifted and non-gifted students alike, to say nothing of parents. Secondly, it is absolutely essential that an identification system will meet state guidelines and be defensible.)

C. Evaluation

Districts may contract with ACES for assistance in preparing an effective evaluation design to be implemented locally. A second option is to contract for data-gathering and statistical analysis as well.

III. Centralized Professional Resources

As part of the contracted services described, districts would have access to a regional resource center which ACES has already begun to develop in anticipation of wider programing for the gifted and talented in our region. The center will contain instructional resources and professional resources whichare uneconomical for districts to attempt to purchase independently, and will include key professional references, journal and newsletter subscriptions, CEC-ERIC bibliographies, computer-assisted literature searches, as well as sample curriculum materials for students. The center would also function as an information clearinghouse and idea exchange.

IV. Cost Estimates

For Section I (Designing and Writing a Plan) - While costs can be negotiated on the basis of district size and the scope of the program, a general guideline for consultant and technical assistance would be $125 per day, and would take into consideration time for preparation, travel, etc. Three to seven days' service might be anticipated.

For Section II A (Contracted Teacher) - The cost for one-fifth of the ACES itinerant teacher would be calculated on the basis of $75 a day per week (for up to 40 weeks) during the school year. This would include fringes and travel, as well as communication with teachers and parents (40 x $75 = $3,000).

For Section II B 1 (Tutorial for Existing Person) - Although the specialized background of this person will determine the extent of new training required, it is estimated that the tutorial sessions would maximally approximate the scope of a graduate course (i.e., 15 meetings).

The intensive tutorial phase would involve eight or nine sessions, and periodic follow-through would require six or seven sessions. Costs can be calculated on the basis of $50 per session.

For Sections II B 2 and II B 3 (Workshops for Regular Teachers and Auxiliary Personnel - Approximately $50 to $75 per session.

For Section II C (Evaluation) - Costs would be in line with other consultants and technical assistance, i.e., $125 per day. (Costs for data-processing and computer analysis can be determined on an hourly basis.)

STAFFING

THE TEACHER OF THE GIFTED

by Louise Evans, Peter Cobb and Sharon Cobb

A critical part of any program for the gifted is the teacher or team of teachers working with those children in the program. The teacher will fulfill multiple roles differing from those of the regular classroom teacher in many respects.

Teacher Selection

Selection of such teachers is difficult and takes a good understanding of what is being sought. Not everyone interested in the gifted will develop into the teacher for which a particular system is looking. Nor can a community afford the luxury of selecting the wrong person. The group responsible for selection may wish to use part or all of the following interview situations to augment those guidelines contained within Conn-Cept II. All of the suggested interview questions are original and necessitate adequate background on the part of the interviewer.

Conversely, there is the possibility that a particular person is unsure of the extent of his/her interest or ability to deal with an entire class of gifted children and may desire some self-assessment. The following self-evaluation is designed as an attempt to help such a teacher come to a decision.

One Teacher or Two or More?

Although the answer to this question is most often dictated by economics, there are other points to consider. There are certain synergistic advantages when a team of teachers interacts. Each individual brings different skills and strengths to the program. When reflected from each other they often add up to more. A team approach allows the creative problem-solving technique to operate provided enough time for doing so is built into the program.

On the other side of the coin, the two or more people must be able to work with each other, although the flexibility required of such a teacher anyway probably increases the chances of success. Certainly the teachers must have a reconcilable basic philosophy.

AN INTERVIEW FOR POTENTIAL TEACHER OF THE GIFTED

Discussion Issues

Directions: The teacher/candidate completes the following continuum by indicating his/her agreement or disagreement with each of the statements of issues. The interviewer then conducts a discussion focusing on an elaboration of the candidate's position on the issues. There are no right or wrong answers.

1. A teacher of the gifted must try to know everything the students know.

Strongly Agree	Agree	Neutral	Disagree	Strongly Agree

1 2 3 4 5 6 7 8 9 10

2. Completion is good for gifted students.

1 2 3 4 5 6 7 9 9 10

3. All gifted students are creative.

1 2 3 4 5 6 7 8 9 10

4. An underachieving gifted child should get the same kind of program as an achieving gifted child.

1 2 3 4 5 6 7 8 9 10

5. Gifted students should be graded.

1 2 3 4 5 6 7 8 9 10

6. Gifted students will excel in spite of the school system.

1 2 3 4 5 6 7 8 9 10

7. Gifted students must always produce products.

1 2 3 4 5 6 7 8 9 10

8. A teacher of the gifted must be gifted him/herself.

1 2 3 4 5 6 7 8 9 10

9. Question asking is more important than question answering.

1 2 3 4 5 6 7 8 9 10

10. A teacher must change his/her own behavior in order to get results.

1 2 3 4 5 6 7 8 9 10

11. The most important role of the teacher of the gifted is that of curriculum developer.

1 2 3 4 5 6 7 8 9 10

12. Most teachers can readily identify gifted children.

1 2 3 4 5 6 7 8 9 10

13. It is impossible to teach. All one can do is create an environment in which it is safe for people to learn.

1 2 3 4 5 6 7 8 9 10

14. Gifted students should always complete every project they start.

1 2 3 4 5 6 7 8 9 10

15. What to think is more important than how to think.

1 2 3 4 5 6 7 8 9 10

16. Gifted students are only those students who have the ability to stay at a task for long periods of time.

1 2 3 4 5 6 7 8 9 10

17. What is learned is more important than how it is learned.

1 2 3 4 5 6 7 8 9 10

18. Gifted students are those who always try to please their teachers.

1 2 3 4 5 6 7 8 9 10

19. Gifted students should be very outgoing and have lots of friends.

1 2 3 4 5 6 7 8 9 10

20. A teacher of the gifted must have been nearly a "straight A" student in school him/herself.

1 2 3 4 5 6 7 8 9 10

21. The teacher in the regular classroom rarely has the expertise in dealing with gifted children.

1 2 3 4 5 6 7 8 9 10

22. A variety of teaching strategies should be used with gifted students.

1 2 3 4 5 6 7 8 9 10

23. Most academically gifted children will do superior work in all academic areas.

1 2 3 4 5 6 7 8 9 10

24. Most gifted children enjoy reading.

1 2 3 4 5 6 7 8 9 10

AN INTERVIEW FOR POTENTIAL TEACHER OF THE GIFTED

Questions for Interview

Directions: The teacher/candidate selects from the following list six questions which he/she most wants to be asked. They should be ones which the candidate feels will best represent themselves as a teacher of the gifted.

1. What three books that you have read in the past two years are the most important to you? Why?
2. What should "gifted" students spend most of their time doing?
3. How would you go about finding out what a child's learning style is like?
4. How do you learn best? Be specific.
5. Become a gifted child in your classroom. Tell how it feels to be this child. What makes you happy? What excites you? What frustrates you? What are you afraid of?
6. What makes teaching the "gifted" a hard job?
7. What makes teaching the "gifted" an easy job?
8. How is teaching the gifted like riding a carousel?
9. What can "gifted" students do that others cannot?
10. What special needs do gifted students have that you feel are not being met in the regular school program being offered?
11. From your point of view, what makes a "gifted" child gifted."
12. If you could have only one resource to use in your "gifted" classroom, which one would you choose and why?
13. Why do you want to teach "gifted" children?
14. What three qualities do "gifted" children most want to see in a teacher?
15. I only know about popping popcorn, tell me about teaching the gifted.
16. What do you see as the survival skills for the twenty-first century?
17. Describe the "Ideal Gifted Child."
18. Describe the "Ideal Classroom" for "gifted" children. Tell how this room would differ from the ideal classroom for all children.
19. What are all the ways a gifted child is like a robot?

20. How should administrators help and support teachers of the gifted?

21. From your point of view, describe the relationship between the teacher of the gifted and parents of gifted children.

The following question should be asked of all candidates:

> If you were conducting the interview for a teacher of the gifted, what questions would you ask? What would you most want to look for in such a teacher? How could you look for it?

AN INTERVIEW FOR POTENTIAL TEACHER OF THE GIFTED

Situational Tasks

Directions: The teacher/candidate completes the following situational tasks verbally or in writing.

WHAT WOULD YOU DO . . . .

1. . . . with a gifted child who doesn't like to read?

2. . . . with a gifted child who thinks you, the teacher, are dumb because you don't know everything he/she knows?

3. . . . with a gifted child who always challenges the teacher?

4. . . . with a gifted child who will only do activities requiring right and wrong answers?

5. . . . with a gifted child who always gives up easily, i.e., comes up with two or three ideas only and then stops.

6. . . . with a gifted child who always has to seek attention?

7. . . . with a gifted child who always has to turn every learning situation into a contest or competition that he/she can win?

8. . . . with a "lazy" gifted child?

9. . . . with a gifted child who seems to be bored with all suggestions made by the teacher, yet has none of his/her own?

10. . . . with a gifted child who is content doing "nothing?"

11. . . . with a gifted child who refuses to do any work except what he/she wants and, from your point of view, his/her choices are not "learning?"

12. . . . with a principal and/or teacher who refuses to refer any gifted children, for they do not value the gifted program?

13. . . . with a teacher who tells students and parents that the gifted program is just a frill, that the students only play around in the gifted class and don't learn anything?

14. . . . with a teacher who singles out individual gifted children, seeking and asking then questions they don't know?

15. . . . with a parent who feels that a gifted child should be taken out of the gifted program because he/she is struggling with decision-making and wants to go back to being told exactly what to do and how to do it?

16. . . . with a teacher who feels that the gifted child should be taken out of the program because he/she is not completing all classroom assignments?

17. . . . with a gifted child who feels he/she is better than everyone else because he/she has been placed in a "gifted class?"

18. . . . with a parent who feels gifted children should not be separated from their peers?

19. . . . with a classroom teacher who feels he/she is doing more for the gifted child in the regular program than you could ever do in a special class?

20. . . . with an administrator who believes that giftedness is a curse?

21. . . . with a gifted child who lacks self-control?

22. . . . with a parent who feels that his/her child does not need to be responsible for his/her own behavior?

23. . . . with a parent who feels that a child must be made to work hard at all times?

24. . . . with a parent who feels that covering a great deal of knowledge is more important than learning how to think?

25. . . . with a parent who feels that you do not "push" his/her gifted child enough?

26. . . . with a parent who wants his/her gifted child to be normal, not gifted?

27. . . . with a child who is constantly depressed about the future of humanity?

SELF-EVALUATION ASSESSMENT FOR PROSPECTIVE AND PRESENT TEACHERS OF THE GIFTED

The prospective teacher will want to ask these questions of him/herself. The established teacher of the gifted will similarly want to search out the answers to these questions from a self-evaluative standpoint.

1. The qualities I like most in gifted children are . . .
2. The qualities I like least in gifted children are . . .
3. The reason I enjoy (or would enjoy) teaching gifted children is . . .
4. My idea of a gifted child is . . .
5. In relation to teaching the gifted, my three strongest teaching qualities are . . .
6. In relation to teaching the gifted, my three weakest teaching qualities are . . .
7. What do I value most about gifted children?
8. What do I value least about gifted children?
9. When a child obviously knows more than I do about a given topic, how do I handle it?
10. When I don't know or am unsure of the answer to a child's question, how do I handle it?
11. How do I feel about developing my own teaching materials?
12. Do I believe in the general goals and objectives of the program which I will be (or am) teaching?
13. (The teacher adds any more pertinent questions.)

Sometimes teachers are drawn from the staff already available within the town. This idea has certain distinct advantages, for the person is already familiar with the existing curriculum and school personalities. How this person is viewed by others may determine the success of this approach. Such a person may be able to tap community resources more easily.

Many times, equally compelling, is the idea that the teacher of the gifted should come into the system from the outside. In this way the person starts his/her relationship to others in the town and in the schools from a fresh and different perspective.

BUILDING AND MAINTAINING SUPPORT

ROLE-PLAYING FOR IDENTIFYING PROBLEMS AND GAININS SUPPORT

by Eugene V. Galletti
Coordinator, Gifted and Talented Programs, BOCES Erie #1

While most educators lament that problems, like shadows, are seldom far away, many of us privately admit that early "problem finding" is a must when one is considering innovation. Such problems are, of course, usually the result of negative or debilitating intervention by individuals who, becuase of their position, zeal, or influence are able to "block" the accomplishment of a goal. In this particular role-playing activity that goal is to "gain support for developing programs for the gifted and talented."

When one considers the key individuals whose actions will influence the success or failure of a new program, many of the same "faces" faithfully appear in every district, everywhere in the country. This activity is not intended to be an endorsement or "put down" of any one role; but, rather an attempt to honestly acknowledge that there are some predictable points-of-view in every school community, and, that some are consistently supportive, and others consistently opposed to the implementation of new ideas or programs. The purpose, then, of this role-playing activity is two-fold:

1. To help individuals uncover SUPPORT possibilities.
2. To assist in identifying possible ROAD BLOCKS and, hopefully, allow individuals to prepare for dealing with them. Some may choose the technique of avoidance (end runs), while others will decide it is best to change "opposition" into "support" (spinning straw into gold).

The Setting

A small group advocating development of a program for the gifted and talented in their school district has approached the Chief School Officer (superintendent) and Board President. Upon presenting their request, they received an invitation to share their view on developing programs for the gifted at a school-community meeting arranged by the Board. The meeting is scheduled to take place in the high school library at 8:00 p.m. A presentation* has just been completed intended to provide the group with some awareness of the "dilemma" surrounding gifted education. The program advocates appealed to the group for support, pointing out that program success depended on the community, teachers, Board, and administration working cooperatively. The topic has now been opened for discussion.

*A presentation may be part of the activity depending on the needs of the group and their awareness level concerning gifted education.

Some Simple Rules

1. Arrange the group in a manner appropriate for a meeting and distribute at least one card to each participant. If cards are left over, allow individuals to play more than one role. Try to

distribute ALL THE CARDS. If there are more participants than cards, invite additional "OBSERVER" roles or allow more than one person to share a role card.

2. It is not necessary for the person to "like" the role they are being asked to play. In fact, each individual will gain more insight if they are forced into supporting a role with which they find exception.

3. Individuals should be given the option to "not participate." However, those who decide not to become actively involved should relinquich their cards so that all the viewpoints characterized by roles are represented in the discussion.

4. Each time an individual reacts or comments he/she could give his/her "new" name and role.

5. At given intervals (usually about ten to fifteen minutes) cards should be exchanged, thereby allowing each role to be more fully developed, and to keep the dialogue moving quickly. Hopefully, each individual will have at least one opportunity to assume a pro and con role.

6. Relax and enjoy.

NOTE: Occasionally, there will be uncomfortable periods of silence. Participants should understand that these periods of inactivity are not unusual but, rather, are predictable and necessary. Participants should also know that the activity will begin slowly and pick up speed as individuals become less conscious of one another and that they are "playing a game." In fact, most participants will be surprised at how "real" the activity will become.

THE ROLES (ROLE CARDS)

NAME: Carrie Reddy NO. 1

POSITION: Board Member

Newly elected president. Honest, concerned, frugal when necessary. Listens well; positive and pleasant. Pet peeves are "phonies" and being patronized. Can be "painfully" honest.

NAME: Dave Fentsitter NO. 2

POSITION: Board Member

However the wind blows, so, too, he goes. Dislikes taking risks. Always votes.

NAME: Simon Grela NO. 3

POSITION: Board Member

A "fixture on the Board. Recently defeated for Board Presidency by Carrie Reddy. Dislikes unions. Feels that if classroom teachers were doing their job, there would be no need for special programs for the gifted. Fears "elitism." Children have all graduated.

NAME: Chris Agatha NO. 4

POSITION: Board Member

Newly elected. Because she has had little opportunity to establish "where she stands" on major issues, she is considered the "mystery" member of the Board. A cum laude college graduate. Two children: ages four and seven.

NAME: Leo Phyte NO. 5

POSITION: Board Member

First-year member. Elected to "get rid of the fat." Listens well and when given reason will change his mind. Three school-age children.

NAME: Helen Bowcies NO. 6

POSITION: Board Member

Has long served on committees for the handicapped. Fears Gifted Education will become a part of Exceptional Education and that the "less fortunate" should be given our major attention. Cannot accept doing for those who are "blessed" when there are so many "less fortunate" to help. Believes being gifted is reward enough and that the gifted will "take care of themselves."

NAME: Edmin Strator NO. 7

POSITION: Committee Member

A program for the Gifted and Talented may be piloted in his district. Although he has no bias against such a development, the decision was made without his input.

NAME: Miss Melone NO. 8

POSITION: Committee Member

Selected as a teacher representative to the committee. "Traditional" in approach and philosophy. Fondly remembered by the now-grown children she taught: a few are on the committee. Likes to recall the "glories" of the "good days."

NAME: Perry Dyme NO. 9

POSITION: Committee Member

Background is planning, management, research. Was a classroom teacher for many years. Cannot, because of his organization's ties with the the state education department, take a "prescriptive" stance.

NAME: Hope Ray NO. 10

POSITION: Committee Member

Would like to be a teacher in the program. Highly enthusiastic Tends to be idealistic, often a "dreamer." Is future oriented.

NAME: Harvey Chain NO. 11

POSITION: Committee Member

Selected as a teacher representative. Excellent reputation for success with all children. However, as building representative his relationship with the principal has become "uncomfortable." Is somewhat fearful of losing contact with "basics."

NAME: Tom Nashlaker NO. 12

POSITION: State Union Representative

Bright, articulate, often "cutting." Respected for his honesty and persuasive skills. Is strongly working to eliminate "busy work" from the teacher's day. Has two children attending school in the district.

NAME: Thomas Pain NO. 13

POSITION: Newspaper Editor

Likes whatever sells papers: school successes, school failures, strikes, salary issues, bond issues, expenditures. Editorials often center around the salaries of school personnel.

NAME: Dean Sanctious NO. 14

POSITION: Invited Guest

Headmaster for a private school for the academically talented. Believes the private school is in a better position to deal with the intellectually superior. Feels the present "fuss" over providing programs is the result of the "media" and will pass.

NAME: Dr. Betty Moran NO. 15

POSITION: Chief School Officer (superintendent)

Second year with district. Has run well-publicized programs for the Gifted in another state. Listens well. Is positive, firm. Has just completed a difficult negotiations session.

NAME: NO. 16

POSITION: Observer (at least three)

Record your reactions to what you observe for a follow-up sharing with the entire simulation group. The fact that you are not "involved" in the role-playing will allow you to "observe" things that the participants will not be aware of. Your summary "feedback" will be most valuable to the group.

NAME: NO. 17

POSITION: Observer #2

Record your reactions to what you observe for a follow-up sharing with the entire simulation group. The fact that you are not "involved" in the role-playing will allow you to "observe" things that the participants will not be aware of. Your summary "feedback" will be most valuable to the group.

NAME: NO. 18

POSITION: Observer #3

Record your reactions to what you observe for a follow-up sharing with the entire simulation group. The fact that you are not "involved" in the role-playing will allow you to "observe" things that the participants will not be aware of. Your summary "feedback" will be most valuable to the group.

NAME: Ted Lovila NO. 19

POSITION: Community Member

President of the community's Senior Citizens Council. Dislikes any kind of tax increase. Has compassion for the handicapped. Supports programs geared to improve the delivery of services to the handicapped.

NAME: Carmen Supporter NO. 20

POSITION: Community Member

Has two "very bright kids." (Need we say more.)

NAME: Otto Towner NO. 21

POSITION: Community Member

Just moved into community from Dreamsville. His reaction to the problem is: "Don't ALL the schools have programs for gifted/talented schools?"

NAME: Paul Pauper NO. 22

POSITION: Community Member

Chairperson for a newly-formed community group "Citizens for Accountable Education." Is really concerned about cutting taxes, cutting corners, and having the present budget defeated.

NAME: Scarz Hensteath NO. 23

POSITION: Community Member

A honest-to-goodness, bonafide school and program supporter.

NAME: Hoyht E. Toit NO. 24

POSITION: Community Member

Wants programs for those who can be identified as "Academically Gifted" ONLY. Insists that this is the only justifiable area in which schools can become involved. Likes to "name drop," (make up names and positions to suit your argument) especially if it will put pressure on someone.

COMMUNICATING WITH STAFF AND PARENTS

by Louise Evans

Regular communication with the entire staff within the schools being serviced is essential once a teacher or teachers have been selected. This communication may take one or more of several forms discussed below.

In-service Teacher Workshops

Teacher workshops or in-service meetings will probably be necessary in order to initiate communication on the general aspects of the program and to assess and respond to the current attitude of the remainder of the staff. Times of both the day and of the year for these workshops may be critical. Be sure to investigate each staff's preference by consulting with the principal. For example, you would not want to schedule a workshop on selection and identification during the same week as parent conferences. The principal can be your greatest ally, so make sure your communication channels there are open.

Additional follow-up workshops will probably be ncessary each year before the selection process is begun, or whenever you or others sense a general need.

One-to-One Meetings

Perhaps the most important are the one-to-one meetings the teacher of the gifted should have with each sending teacher. If your objective is coordination with the classroom teacher, you will need to know what that teacher is teaching, how the student you share is faring in class academically and socially; and you will want to share your objectives for the student. These one-to-one meetings must be held at the classroom teacher's convenience and except in emergencies will require flexibility on your part.

The attitude toward the sending teacher which you express verbally or non-verbally is extremely important. There must be understanding of the classroom teacher's problems and respect for them. You will be removing some of their best students for large amounts of time and then asking them to reintroduce any missed material for this child. Mutual respect will need to be earned.

Visits to the Gifted Program

One of the communication techniques which may be successful, particularly if your program is based in a different school from the sending teacher's school, is the use of professional days or half-days for visiting your program. Provided this idea meets with administrative approval, there are few better ways of conveying a feel for the program to the classroom teacher than to have him or her visit the program. Sometimes this idea can be accomplished through the cooperation of several teachers at a grade level by doubling up of duties for an hour or so. Sometimes a workshop might be held at your program's location if possible, or teachers may be invited to an evening open house which you may hold for parents. If visitation is not possible, slides of the program might be used at an in-service workshop.

Newsletter

Another way of communicating with teachers is through use of the ditto sheet. This method is particularly good when dates, times, etc. are needed to be conveyed. Examples from the South Windsor program are included.

You will come across many interesting ideas which can be applied to regular classrooms. Presented in the right spirit, these can be forwarded via newsletter for use by many teachers. All the ideas don't have to be your own. Solicit them from fellow teachers, too.

Coordination with Grades Beyond

Do not drop your students when they leave you, particularly if it is for another building. A talk with teachers in the next grade, either in June or September, will make your students' transition easier and promote understanding of your program and its objectives.

Further Communication Hints

When establishing your lines of communication, do not forget the special staff at each school. The gifted student is very apt to be involved with extra curriculum in these areas as well. A lot of goodwill will be built up if no student is forced to decide between your program and music or art, for example. See what can be worked out ahead of time.

Try to be a part of the staff at the school where you are housed, if such is the case. Duties must be accepted willingly, even sometimes volunteered.

As a teacher of the gifted, you will be that program's emissary to the rest of the community. You must be willing to spend the time necessary talking with and answering questions of the community without giving your program any more headlines than any other program. You will also need these same community members and/or parents to assist you from time to time.

AFFECTIVE SUPPORT

COUNSELING FOR THE PERSONAL GROWTH OF GIFTED CHILDREN

by J. Patrick Howley, Jr.

In a study conducted by University of Maryland, Professor Robert Huebner (Phi Delta Kappan, February 1977), experts in the field of child development were asked to list the primarily noncognitive variables they believed to be most significant to the maximal development of children. A compilation resulted in the following:

1. Self-esteem -- learning related to self-work, self-acceptance, self-signifiance, acceptability
2. Self-confidence -- learning related to competence and potency as opposed to helplessness and apathy
3. Sensitivity to Others -- ability to sense and accept love, trust, affection, and other feelings
4. Positive Responsiveness to Others -- learning to love, trust and accept others - freedom from prejudice toward others
5. Clarity of Values -- development of a belief system, goals, moral development, finding meaning in life
6. Assumption of Responsibility for Behavior -- learning to accept credit or blame for personal faults and failures
7. Autonomy -- learning to think for oneself, act for oneself, provide for oneself - i.e., resourcefulness
8. Social Interaction Skills -- interpersonal skills, roles in peer groups, relating to people of all ages
9. Sense of Humor
10. Positive Task Orientation -- perseverance, task persistence.

Teachers of gifted children need to be increasingly aware of the importance of the development of these affective capabilities in their students. It is crucial for a child's total development of potential that he/she have an avenue for getting in touch with his/her needs and feelings - that he/she be afforded the right atmosphere in which to express his/her deeper thoughts and feelings honestly and without fear. Such expression enables him/her to see him/herself clearly and accurately. The difficulty for the teacher seems to be in identifying the right kind of atmosphere and then knowing how to provide it.

Of great importance to the teacher of the gifted in establishing a productive atmosphere is an awareness of the fragility of any human being - but especially of children who can so easily be damaged by insensitive, callous remarks and treatment. Children can actually be seen to recoil, as from a fire, when, after disclosing some personal thought or feeling, they encounter laughter or ridicule. Experiences such as this turn what might have been a growth and learning process for the child into one involving fear, pain, anger and frustration - one that may cause the child to develop a rough, resilient wall around him/herself in order to survive. The problem is that this wall he/she builds - that all of us build to some extent - while it does help him/her cope with an insensitive world, also blocks out natural curiosity, interest, caring and perceptiveness to the point that it may be very difficult to draw these out again. The learning process, then, has become painful and something to be avoided, and the protective wall has become an emotional block to learning.

The gifted child, however, is particularly well equipped to compensate for the lack of personal growth that results from these emotional blocks by relying on an area in which he/she feels more secure - the cognitive domain. In spite of his emotional blocks the gifted child can still display an abundance of skills. He/she scores well on tests, presents logical ideas, and is a leader in many school activities. It is difficult to recognize in a society that highly reinforces cognitive skills, he is capable of much more. Many bright superior students sit passively in class day after day rarely getting involved in class discussions or taking the risk of sharing new ideas or challenging old ones. They seem to have learned well that getting actively involved in the learning process can bring pain. And after all, they are getting A's and their teachers and parents are happy, so why take the risk of getting put down? Is it surprising to realize that most human beings use only five to ten percent of their full potential.

When, on the other hand, a child is unable to compensate or withdraw successfully and unable, for whatever reason, to explore his/her feelings, he/she may begin to act in an ineffective or possibly destructive behavior. One problem for teachers is the gifted child who has a strong need for attention. He/she seems always to be there asking questions, telling a joke or presenting his/her latest long-adventure saga. It may be that this child is lonely and that his/her inability to make sense of his/her feeling of loneliness is causing fear. It is difficult to see that this is a natural feeling that human beings experience from time to time. It is difficult to face the pain of loneliness. It is difficult to cry. It is not acceptable in our society to be too sensitive. So the child cannot allow him/herself to express his/her real feelings. He/she brackets them off pretending they do not exist until finally he/she actually believes they are not there at all. If he/she is never afforded an atmosphere in which he/she is comfortable to look at these feelings and deal with them, they remain "unfinished business*" that will keep gnawing at him/her causing him/her to act in ways which he/she cannot comprehend. He/she may be aware of what he/she is doing and will try to think it through when what he/she really needs is to "feel" his/her way through and that is not an easy thing to do. Feelings are not always logical at first because we can so easily deceive ourselves. Unless the child is helped to trust and express his/her own feelings he/she may very likely avoid the problem entirely and continue in the same frustrating, self-defeating pattern.

*Unfinished Business is defined in Gestalt Therapy as unresolved feelings. For example, in the case of a student who is reprimanded by a teacher, feelings of resentment and

> anger may build up inside. If the child can talk with the teacher or a friend about his/her feelings, he/she will feel better and can very likely forget the incident. If, however, he feels too guilty about his resentment and cannot resolve the situation in his/her own mind, he/she will continue to carry these feelings with him/her and they will affect his/her future behavior.

A person with a great deal of "unfinished business" has great difficulty enjoying life and dealing effectively with the here and now situations. Past problems keep interfering with full involvement in present situations. While fantasizing corrections of past failures or dreaming of future successes, he/she has missed the excitement of living and learning in the moment.

The key to an individual's being able to take part in and respond to life to his/her fullest potential is an awareness of his/her feelings and an ability to express them openly. And it is, in many cases, the province of the teacher of the gifted to provide the kind of caring and sharing environment where feelings are experienced as less frightening and are able to be explored freely and without fear. An example of the kind of openness that can be fostered in such an environment can be seen in the following note which was left by a student in her counselor's office when he was not in:

> "Such a nice clean desk in a quiet place. So quiet in here. I like it. Feeling funny all day today. Feel like rain. Quietness and rain. I have to read my book for English. I think I'm gonna have trouble reading. My mind feels like wandering. Feel like soaking in silence. Feel like hugging, being surrounded and hidden, sheltered, protected, warm. Someone to tell me it's all right. Rain, gentle rain falling. Where has the sun gone? It's hidden by the clouds, suppressed by them. They are patient. So is the sun. Today it waits. Hurts coming back. I am better when I feel it. So hard, kind of hard, difficult? Confusing maybe - finding me being me.
>
> You don't want to hear this. Very conscious of you reading this. Afraid you'll be somewhere else. I'm glad they let me in here to write this.
>
> I want to sign my name only because I think you might not know who this is. I don't want to because this wasn't intended to be a letter. You're my sponge and I am the water."

This student is aware of and able to express pretty openly her needs and feelings. After writing this note she probably was able to go back and devote her full attention to reading her English book. She is in touch with herself and her growth and learning are not being impeded by emotional blocks.

Many in education today are realizing more and more that this affective domain is important not only in helping children with problems but also in helping average or above average children to become even more productive.

The gifted child who expresses him/herself through art, music, writing, photography, also needs to share his/her personal feelings about his/her work. When these feelings are accepted and encouraged he/she tends to elaborate and explore even deeper ideas that come to the surface of his/her consciousness.

There are, then, for the teacher of the gifted two major areas of concern: helping with the personal growth of the well-adjusted gifted child so that he/she can use more of his potential, and helping the gifted child who has developed emotional blocks to learning to overcome those blocks. The underachiever, the perfectionist, the easily frustrated child, the child who acts out, the child who withdraws, the child who avoids taking any risks, the child who becomes anti-social - all have the basic need to grow and learn that can be met if they are given the opportunity to get in touch with themselves and with their feelings and to work out those things which have become obstacles for them.

In determining exactly what sort of atmosphere must be created in order to foster the full development of the child and how to create that atmosphere, there is one important pitfall of which the teacher of the gifted must be aware and that is the tendency to take some sort of action simply for the sake of acting. Because of some assumed or real pressure, there may be a feeling of need to indicate to others (administrators, regular classroom teachers, parents, etc.) that something is being done. Though it may not be working, it at least shows that an attempt is being made. By acting too quickly, however, important information can be missed that may call for a different type of intervention. Observing, listening, and being aware of the total situation can lead to rewarding payoffs. The teacher may begin to learn what needs are being expressed by the child and may become aware of exactly how those needs might be most effectively met. A pat on the head, a smile, or a well-timed "I like you" can affect someone for the rest of his/her life.

Inherent in this need to "take some action" may be the idea that a teacher must always be "teaching" something. However, in the area of personal growth objectives, the teacher must become less a person who teachers and more a person who facilitates learning. If the right environment is established, the affective goals will become automatic by-products of the process. As the facilitator, the teacher does not have to be the sole source of knowledge, but rather can devote full energy to the establishment of a warm, supporting, trusting, listening, and inquiring environment.

According to Leland P. Branford (Leland P. Branford, et al, ed. The Laboratory Method of Changing and Learning, California: Science and Behavior Books, 1975), executive director of the NEA National Training Laboratories, a productive learning environment is one in which there exists a reduction of fear that anyone will be destructively hurt, so that there is a willingness to expose more private behaviors. The basic ingredient in such a learning environment is the giving and receiving of feedback so that those involved can learn the true impact of their actions. Certain conditions must exist in order to allow individuals a sense of freedom to consider new information thoughtfully and to make any necessary changes with a minimum of risk or threat. These conditions also involve trust that the person giving the feedback is being honest and genuinely caring.

In addition to the learning atmosphere which has been created, the attitudes of the teacher can have a definite effect on the growth and learning of students. Carl Rogers (Donald A. Read and Sidney B. Simon, eds. Humanistic Education Sourcebook, Englewood Cliffs, New Jersey: Prentice Hall, 1975) has presented a strong statement on the three basic attitudes a teacher must possess for whole-person learning to occur:

> "Perhaps the most important of these attitudes is realness or genuineness. When the facilitator is a real person, when he enters into a relationship with the learner without presenting a front or facade, he is more likely to be effective. This means that the feelings he is experiencing are available to him and that he is able to live these feelings, be them, and communicate them if appropriate. It means that he has a direct personal encounter with the learner. It means he is being himself, not denying himself. He is present to the student.
>
> . . . another attitude which stands out in those who are successful at facilitating learning . . . (is that of) prizing the learner; prizing his feelings, his opinions, and his person. It is caring for the learner, but a non-possessive caring. It is acceptance of this individual as a separate person, having worth in his own right. It is a basic trust . . . The facilitator who is imbued with this attitude can accept the fear and hesitation of the student as he approaches a new problem. Such a teacher can also accept the student's occasional apathy, his desire to explore by-roads of knowledge and his disciplined efforts to achieve major goals.
>
> (The third) . . . element which establishes a climate for self-initiated, experiential learning is empathic understanding. When a teacher has the ability to understand a student's reactions from the inside and has an awareness of the way education and learning seem to the student, then the likelihood of learning is significantly increased. This kind of understanding is quite different from such evaluative comments as 'I understand what has gone wrong with you.' When there is sensitive empathy, the teacher has a feeling of viewing the world through his student's eyes, and the learner's reaction is likely to be, 'At least someone understands how it feels to be me without wanting to analyze or judge me. Now I can blossom and grow and learn'."

The importance of the role and attitude of the teacher of the gifted as they influence the growth and learning process of the gifted child cannot be stressed strongly enough. "The gifted . . . child (may be) . . . frequently completely unable to help himself and to cope with (feelings of) hate, aggression, coercion, poverty and other negative forces. Yet . . . (at the same time he) is potentially an awesomely powerful force. He can advance civilization or destroy it. The creative energies of gifted children need to be activated and guided early . . . (lest they) be lost or prove dangerous," E. Paul Torrance.

PARENTS AND THE HOME

by Louise Evans

For Teachers

As a teacher of the gifted you will be looked upon by parents as a resource to answer their many questions on giftedness. To do so effectively requires that you not only know and understand what you are doing in the classroom, but also that you be knowledgable about parental concerns in and out of school. In the Bibliography are several books and articles written by and for parents, as well as by teachers of the gifted.

In order for your program to be truly successful you will want to encourage the continuance of activities at home which promote and foster each child's giftedness. This encouragement can perhaps best be accomplished by informing parents of what you are doing in the classroom and why. Don't operate in the dark. Newsletters sent home open lines of communication.

Workshop approaches for parents stimulate interest in and knowledge of the program. Many school systems find that four or five of these workshops a year are what is needed to keep everyone abreast of what is happening. The format can vary and the day of the week should also. Open house where students are invited, as well as parents, are excellent and discussion groups can be productive if there is a theme and some organization. Refreshments add to the opportunity of allowing parents to meet with each other in an informal atmosphere. Examples of workshops follow.

Suggested Format for Discussion-type Workshops

Parents are given name tags. They are seated at tables within the room, four to six at a table. They might also be seated in circles as an alternative method. Parents are asked to introduce themselves to each other, or the teacher may do the introducing. The teacher explains that he/she will give each group a topic for discussion and ask them to chat informally about its ramifications for their children as they see it. Each topic is chosen because of its relationship to gifted children. The teacher moves about among the tables, acting as facilitator and encouraging groups which are experiencing difficulty. Never is an attempt made to be anything but receptive and acceptant of the ideas expressed. The teacher could further the discussion with a hypothetical example. After ten or fifteen minutes, the teacher shifts the questions and the groups now talk about the new topic. By the second interruption the discussion should really be flowing and may move on to new topics by itself. A version of this idea would be to allow each group to pull from a hat a topic for discussion, or to mix up the group members.

Suggested Topics for Discussion

(These questions were used at a successful parent workshop by SWEPT, South Windsor Elementary Project Talent, in South Windsor.)

1. Your child wishes he/she didn't miss their "specials" (or reading, social studies, science, or ?). Is there anything you or he/she can do?

2. The mini-course topic your child wants to take is on the same day as hie/her instrument lesson. What can be done?

3. Everyone expects your child to be "perfect." After all isn't he/she in the gifted program?

4. You wish you know more about what goes on in your child's gifted program. What can you do?

5. Your child reads and reads, but that's all. Is there anything you can do?

6. You wonder what you should be doing for your child. After all, he/she is "gifted", isn't he/she?

7. Your child has poor work habits and you despair he/she will ever finish anything. What can you do?

8. Your child doesn't seem to finish his/her homework. Maybe he/she shouldn't go to the gifted program any longer?

9. Your child doesn't understand why his/her best friend isn't in the program. What can you do?

10. Your child is interested in so many things but never stays with one topic for long. Can you help?

Another format for a discussion-type workshop tried successfully by SWEPT was to invite a teacher from each school served, to an open panel discussion. One of the SWEPT teachers served as discussion leader. Comments were solicited from both the teacher and the parents. An attempt was made to get a cross-section of teaching experience and grade level in the group of teachers asked, as well as a cross-section in enthusiam for the program.

Suggested Format for a Workshop for Parents of New or Prospective Students

1. Slides of Program - Don't underestimate the value of snapping pictures of some of the activities, ordinary and exotic, which go on within your program. The students themselves like to see them and they are invaluable for parent or teacher workshop use.

2. A Summary of Your Identification Process - Try to anticipate questions as to why children were selected. Give the parents an understanding, because they will be asked by others, but at the same time try to convey the need to recognize the worth of every child and his/her individual talents, no matter what they may be.

3. Curriculum and Objectives - These will vary according to your program design.

4. Anything Else of Importance - It is here that you might want to discuss method of transportation, when the program actually starts, etc.

At this point you would want to hand out printed material which repeats the important points you have made, as well as guidelines for what parents can do, etc. You may also want to meet individually with parents. At any rate, leave lots of time for questions.

From workshops often grows the need for a parents' organization. Parents, after all, probably were the ones who established your program. Parents will help to keep it alive.

Frequent contact with each child's teacher helps parents to recognize your concern for their child. Conferences held individually with parents and/or phone calls held regularly, or at the first sign of a problem, are a necessity.

Another need, often filled by parents, is that of helper in the classroom, either during class hours, or when you have a planning period. The variety of materials the students need is almost impossible to fulfill without this parent help. Many parents are waiting for the chance to help in everything from filing and typing to interpretation of a foreign language. They need only to be asked and appreciated. Personal contact will probably receive the best response. You may wish to refer to the section on Community Resources for assistance in this area.

For Parents

Parents of possibly gifted children will want to read one or more handbooks on the subject of their relationship to their child. An excellent example is Your Gifted Child and You by Felice Kaufman, a former Connecticut teacher of the gifted, published by the Council for Exceptional Children. She discusses parent recognition of giftedness and gives encouragement and suggestions for positive approaches which can be used in the home. Other suggested books, all with excellent sections, are within the Bibliography.

There are several organizations which support gifted programs, among them The Association for the Gifted, National Association for Gifted Children, and Connecticut Association for the Gifted. All welcome parent membership. Addresses and additional information can be found in the section on Resources.

Basically, your direction as a parent should be to maintain close contact with the school and any efforts made for meeting your child's educational needs. Encourage creativity and open-endedness at home, along with responsibility for actions and concern for others, much as you would with any of your children. It may be necessary to help your child cope with his/her differences, as for example, faster learning ability. Try to encourage higher level thinking processes - more than just knowing a fact, but making a judgment based upon facts, or analyzing the pros and cons of a given situation, or just making a decision from several alternatives (they may all look good to the interested child at first).

As a further hint to the parent - your child's regular classroom teacher wants to do the best he/she can for each child in the class, including yours. Work with this teacher, not against him/her and you both will achieve the best results possible.

Are you a Gifted Parent?

(the following questions reprinted by permission are taken from "A Guide for Parents . . . Mentally Gifted Children and Youth" - Bureau of Special and Compensatory Education, Pennsylvania Department of Education, 1973)

Do you answer your child's questions with patience and good humor.

Do you take advantage of his questions and expressions of interest to guide him into further learning and explorations.

Do you help him develop physical and social skills as carefully as you encourage mental growth.

Do you help him learn how to get along with children of all levels of intelligence.

Do you avoid comparing him with his brothers and sisters or his companions.

Do you show him that he is loved for his own sake and not for his intellectual achievement.

Do you set reasonable standards of behavior for your child and then see that he meets them.

Do you provide early opportunities for decision-making by your child, with follow-up of learning to evaluate decisions after carrying out whatever action was taken.

Do you try to find something specific to praise when he shows you his work. (A generalized compliment means little to gifted children.)

Do you help him find worthwhile and challenging reading materials and television programs.

Do you provide hobby materials and books.

Do you find places where he can study and work at his hobbies.

Do you provide a place to display his work.

Do you let him learn about and share in some of your hobbies and interests.

Do you take him on trips to points of interest.

Do you enable him to take advantage of lessons and activities offered by private groups or community organizations.

Do you teach him how to budget his time, organize his work, and improve his study habits.

Do you help him make his own plans and decisions.

Do you give him increasing independence as his ability to handle responsibility increases.

Do you give him household responsibilities and other tasks suitable to his age level.

Do you avoid overstressing intellectual achievements.

Do you avoid pushing him by not being unreasonably demanding about after-school lessons or activities.

Do you resist the impulse to show him off.

Do you resist any temptation to exploit him.

Do you teach him to use his gifts for the benefit of society as well as for himself.

Do you encourage him to set high educational and vocational goals.

Do you refrain from trying to pick his vocation for him, but try to help him learn about as many occupations as possible.

Do your expressions of attitude and your behavior set the example you want him to follow.

Do you speak as properly as you want him to.

CONN-CEPT VII

A CONNECTICUT PRIMER ON PROGRAM DEVELOPMENT FOR THE GIFTED AND TALENTED

SUPPLEMENT ON CURRICULUM DEVELOPMENT

(Published originally as Curriculum Development for the Gifted and Talented: Report of the Task Force on Curriculum, 1974)

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